

THE PNEU SCHOOL

For members of the PNEU only

The Programmes are for use with pupils of the School only and must not be lent.

Address: The Parents' National Educational Union School,
Murray House, Vandon Street, London, SW1H 0AJ.

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life
and good literature" — Dean Colet

PRINCIPLES

All the work in the PNEU School is based on the principles and method of Charlotte Mason. A good introduction to these is *The Story of Charlotte Mason* by E. Cholmondeley, available on loan from the PNEU Library.

SUPPLIES

Books

An adequate range of books is essential for the PNEU course. The initial book order will be dealt with by PNEU. It will be despatched by surface mail or air mail if requested to overseas addresses, the appropriate postal and packing charges being debited. Members going abroad are advised that books should be obtained before departure.

Subsequent requirements of recommended books may be obtained from the **Academy Bookshop, 7 Holland Street, Kensington, London, W.8.**, by post. 20% of the cost of the books should be added to the payment for postage and packing. Minimum order £2.

Exceptionally, special orders from members will be dealt with by PNEU and a service charge made.

Members may find that some books are unobtainable and alternatives will be sent in their stead. The price given in the Programme is that in force at the time of going to press.

Badges

PNEU badges are copyright. Metal badges should be ordered from PNEU at 25p each or £2.50 per dozen, postage included. Woven badges and colours should be obtained from Harrods Ltd., Brompton Road, London, SW1X 7QX: prices on request.

Materials

Other educational requirements should be obtained, preferably before leaving this country, from any convenient supplier.

METHOD

Use of books

Children in this class are not expected to read any of the books for themselves except those of the Happy Venture reading scheme. All the rest are read aloud by the parent or teacher.

Time-table

Children of five still need plenty of quiet growing-time and as much out-of-door life as possible. Daily lessons should be regular but informal and the time-table regarded only as a flexible guide to a well-assorted arrangement of activities, free play and quiet story times.

Reading, Writing and Mathematics lessons should never last longer than 15 minutes and, in the early stages, 10 minutes will be enough. Story time should be no longer than 20 minutes and may be much shorter.

The following plan of work offers a suitable variety of organised occupations for each day: it should be noted that Reading, Writing and Mathematics are never taken consecutively. Extra time has been allotted to Art & Craft because it is suggested that the child helps to prepare the materials for a lesson and learns to clear them away afterwards. At least 10 minutes will be spent doing this so that the actual lesson time will be 15 to 20 minutes, depending on the interest the child shows.

Monday —	morning: Religious Knowledge (15 minutes) Reading (15 minutes) Break for play, rest, milk, etc. (1 hour) Art & Craft (30 minutes) Mathematics (15 minutes)	
	afternoon: Geography (15 minutes) Writing and Writing Patterns (15 minutes) Singing Games (15 minutes)	
Tuesday —	morning: Religious Knowledge (15 minutes) Mathematics (15 minutes) Break for play, etc. (1 hour) Art & Craft (30 minutes) Reading (15 minutes)	
	afternoon: Tales (20 minutes) Writing (10 minutes) Nature Walk	
Wednesday —	morning: Reading (15 minutes) Poetry (15 minutes) Break for play, etc. (1 hour) Mathematics (15 minutes) History (15 minutes) Music (15 minutes)	
	afternoon: Writing and Writing Patterns (15 minutes) Art & Craft (30 minutes)	

Thursday —

morning: Religious Knowledge (15 minutes) Mathematics (15 minutes) Break for play, etc. (1 hour) Singing Games (15 minutes) Reading (15 minutes) Tales (15 minutes)	
afternoon: Writing and Writing Patterns (15 minutes) Outdoor Geography (20-30 minutes as required)	

Friday —

morning: Religious Knowledge (15 minutes) Reading (15 minutes) Break for play, etc. (1 hour) Art & Craft (30 minutes) Mathematics (15 minutes)	
afternoon: Music (15 minutes) Writing and Writing Patterns (15 minutes) Games (15 minutes)	

Record of Work Book

A daily Record of Work Book must be kept, showing the length and content of each period. It should be available for inspection by any officer of the local education authority. The children's work should be dated.

Report

The Report Form (N) sent with the programme should be filled in and returned to the Principal for comments and suggestions after the first ten weeks of work. The Report should indicate:

- the exact stage reached in the basic subjects and the child's facility in dealing with them
- progress made in the other subjects and the child's attitude towards them
- a specimen time-table for a normal day's work.

Before the end of the Preparatory year a second report will be required. The reports may be submitted at any time during the year, provided that each one represents a term's work (about ten weeks).

A term's notice is required if a pupil is not going into IB—the form for 6-year-olds.

SYLLABUS

RELIGIOUS KNOWLEDGE

The Bible: any edition. **Life of Jesus in Pictures** (31 pictures by H. Copping) (Lutterworth, 35p). **Picture Stories of the Old Testament** series by H. Copping & C. Collier: Books 9 to 14 (Lutterworth, 10p each).

Select suitable Bible stories. In the Old Testament choose those the Child Jesus would have heard from His Mother. The **Life of Jesus in Pictures**, or some similar book where Christ is portrayed with dignity and strength, should be used to illustrate the New Testament.

Reference books: **Animals, Birds and Plants of the Bible** by H. I. Rostron (Ladybird, 18p). **Life in New Testament Times** by R. R. Gower (Ladybird, 18p).

Method

1. Before telling the story look at the appropriate picture or pictures to give the background of the land and people of Palestine with their homes, occupations, animals and simple nomadic life.
2. Tell the story in language the child will understand; then, if you wish, read the account from the Bible.
3. After the reading or telling encourage the child to talk about it and, if the subject is suitable, to draw a picture of the incident and explain his drawing afterwards. Sometimes there can be a link with Craft and a simple model will be a better illustration than a picture

Modern Translations of the Bible: **The Revised Standard Version of the Bible** (Fontana, 52½p). **The Jerusalem Bible — School Edition** (Darton, Longman & Todd, £2.00). **New English Bible — illustrated edition** (British & Foreign Bible Society, £1.00).

READING

The Happy Venture Reading Scheme (Oliver & Boyd)

Introductory Stage:

Fluff and Nip (24p)

Fluff and Nip Workbook (21p)

Hide and Seek (24p)

Library Books 1 - 5 (47p the set)

Stage One:

Play Time (29p)

Play Time Workbook (21p)

Story Time (29p)

Library Books 6 - 10 (47p the set)

Stage Two:

Our Friends (38p)

Our Friends Workbook (21p)

Saturday Play (38p)

Library Books 11 - 15 (53p the set)

Use of the Scheme

The Happy Venture reading scheme combines whole word recognition with phonic work so that each approach reinforces and supplements the other.

Reading Readiness: spend 2 to 3 weeks on activities designed to enrich the child's stock of words and ideas and stimulate an interest in learning to read: useful activities are:

- (a) keeping the nature diary
- (b) listening to and repeating rhymes
- (c) listening to stories and talking about them
- (d) making sure of the colours to be used in the early Workbooks
- (e) making and talking about scrap books and news books
- (f) visual discrimination practice — leading the child to point out differences or similarities in pictures
- (g) practising left to right eye action by following a story in a series of pictures, e.g. in good comics, Tintin books, etc.

It is necessary for a child to **know** the words he meets in a book if he is to be able to read it. Meeting too many unknown words destroys his confidence in his ability to master the reading process. (Of course it does no harm to have the odd word here and there that he has to puzzle out for himself or be told). At the end of each Reader and Playbook there is a list of all the new words it introduces with an indication of the page where each occurs for the first time. These lists are very useful when you are preparing games to teach the words he is going to meet.

The Workbooks are an important part of the scheme, not just a spare-time activity. Their use should be supervised as carefully as that of the other books so that the child gets the best out of them.

Repetition is essential for acquiring reading skill. It occurs in the Readers (in **Fluff and Nip** each word is repeated about a dozen times) and the Workbooks supplement this by a variety of activities which are all forms of repetition.

Happy Venture Library Books

These little booklets are available for each stage of the scheme. They use only the vocabulary the child has already met in the Readers and Playbooks and are useful for giving further practice to a child who is having some difficulty in remembering words. They are also a help for children who make better progress if things are done at a rather slower pace.

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Suggested method for using the scheme

Introductory Stage (First Term)

1. Begin with the **Fluff and Nip Workbook**, discussing and colouring the first picture and introducing the characters by name. Then take several lessons to cover pages 3 - 7 reading the directions aloud to the child.
2. Begin reading **Fluff and Nip** pages 5 - 9; because of the previous use of the Workbook the child should know the first six words in the word list at the end of the book. The next six words, **a, dog, I, see, run** and **to** can be introduced as they occur — he will probably know some of them already — and then they are fixed in the mind by following the reading of pages 5 - 9 with pages 8 - 10 in the **Fluff and Nip Workbook**.

3. Teach the new words for pages 10 - 15 in **Fluff and Nip** (those in the second column of the list at the end of the book) by any or all of the following ways:

- (a) Word matching — where two identical sets are made of the words to be learned — one for the parent and one for the child. Words might be printed with a felt pen on pieces of card. The parent displays a card and says the word carefully; the child has to find a matching card in his set and read the word from it.
- (b) Word collecting — using cards as for the above but with a hole punched in the corner of each. Only one set is necessary. The cards are spread out and read aloud several times by the parent who gathers them up between each reading. The child then spreads them out and tries to read them, keeping all those he has read correctly on a key-ring or something similar.
- (c) Word Snap — a version of the card game using the cards made for (a). When both child and parent play the same word **instead of calling "Snap!"** the word on the card must be called. The one who calls first wins the cards already played as in the original game. The child should not win all the time but should win often enough for his interest to be kept alive.

In all of these activities make use of other words besides those you are trying to teach and choose these from the section of the book he has already read so that there are familiar old friends among the strangers; this will give extra confidence.

4. Read pages 10 - 15 in **Fluff and Nip** and then consolidate by working through pages 11 - 17 in the Workbook. Then re-read **Fluff and Nip** from the beginning to page 15.

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5. Teach the new words for pages 16 - 23 in **Fluff and Nip**. Read this section of the book. Consolidate by pages 18 - 25 in the Workbook. Re-read **Fluff and Nip** pages 10 - 23.

6. Teach the new words for pages 24 - 31 in **Fluff and Nip**. Read this section and then consolidate by pages 26 - 32 in the Workbook. Re-read **Fluff and Nip** pages 16 - 31.

7. Read the Playbook, **Hide and Seek**. Prepare the words if the child is having any difficulty in remembering but if he is picking up words quite easily try reading it without preparation. There are fewer new words than in the Reader; the same word but beginning with a capital letter is treated as a new word because this is how it seems to some children.

8. (Optional) Library Books 1 - 5 are read.

Stage One (Second Term)

Play Time

1. Read pages 2 - 6, taking note of any words not recognised so that they can be taught later by any of the ways given for Introductory Stage (note 3). Continue to do this throughout the scheme. Consolidate the work done by pages 3 - 6 in the Workbook.
2. Teach any words not recognised in pages 2 - 6 and also to prepare the next section, pages 7 - 11; the second column of words on page 40 will be useful for finding new words.
3. Read pages 7 - 11 and consolidate by pages 7 - 11 in Workbook. Re-read pages 2 - 6.
4. Prepare pages 12 - 17. Read pages 12 - 17. Consolidate with pages 12 - 17 in Workbook. Re-read pages 7 - 11.
5. Prepare pages 18 - 25. Read pages 18 - 25. Consolidate with pages 18 - 25 in Workbook. Re-read pages 12 - 17.
6. Prepare pages 26 - 33. Read pages 26 - 33. Consolidate with pages 26 - 32 in Workbook. Re-read pages 18 - 25.
7. Some phonic work can begin now. Up to now whole words have been learned by sight but now sound can be stressed for a while. Take one of the phonic 'families' on page 35, for example the one with the 'at' sound. Make cards with c, b, f, h, m, p, r and s on them and one card with 'at'. Help the child to assemble the words by laying one of the single letters before 'at' and reading the result. Try to make little rhymes on the lines of:

Here is Pat;

He has a cat.

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and

Where is the cat?
Sitting in his hat.

This phonic work should be only one activity among the rest and should not be allowed to go on so long that the child becomes bored with it.

8. (Optional) Library Books 6 - 10 are read.

Story Time

This is read without any workbook consolidation because much of it uses vocabulary already known. The activity of basing drawings on a figure 8 will probably interest a child quite apart from the reading matter.

1. Prepare and then read pages 2 - 8.
2. Prepare and read pages 9 - 14.
3. Prepare and read pages 15 - 20.
4. Prepare and read pages 21 - 29.
5. Prepare and read pages 30 - 35.
6. Prepare and read pages 36 - 45.

Stage Two (Third Term)

Our Friends

1. Teach the words in the first column of the word list on page 52. Pages 1 - 7 are then read aloud by the child. Consolidate by working through pages 3 - 7 in the Workbook. The child will read aloud instructions like "Make the shoe red" before doing the colouring. The parent is to give whatever help is necessary in using the Workbook.
2. Teach words in the second column and the two words for page 17. Pages 8 - 17 are read. Complete pages 8 - 17 in Workbook. For revision re-read pages 1 - 7.
3. Teach the words in the word list for pages 18 - 30. Pages 18 - 30 are read. Complete pages 18 - 23 in Workbook. Revise by reading pages 8 - 17.
4. Teach the words for pages 31 - 42. Pages 31 - 42 are read. Complete pages 24 - 30 in Workbook. Revise pages 18 - 30 by reading.
5. Teach the rest of the words on the list and do some phonic work from pages 54 and 55, pointing out families of words that
 - (a) have the same internal vowel sound
 - (b) rhyme because they have not only the same vowel sound but the same consonant or group of consonants at the end. Simple rhymes might be made up with the parent giving one line and the child supplying the other.

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Pages 44 - 49 are read. Then the questions on page 50 are read and answered, the word game on page 51 is played and the riddles are read and answered. This will be consolidated by finishing the remaining pages of the Workbook.

6. (Optional) Library Books 11 - 15 are read.

Saturday Play

1. Teach the new words for pages 3 - 26 (word list on page 64). Pages 3 - 26 are read aloud. It will probably be a good idea to make the little basket — with or without the decorative red berries — but the parent may decide against making paper snow.
2. Teach the new words for pages 27 - 47. Pages 27 - 47 are read.
3. Teach the new words for pages 48 - 63. Pages 48 - 63 are read.

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General approach to the teaching of reading

The allocation of one stage of the scheme to each term of the Preparatory year is meant only as a guide. Children must be allowed to work at their own speed. They vary greatly in the rate at which they master the reading process and make progress best in a relaxed, happy atmosphere. If Stage Two of the scheme has not been reached in this class it can become part of the work in the next class (IB).

Games and activities are useful but they are only aids and if a child becomes impatient with them their usefulness is over. When this happens it will be possible to deal with new words as they occur in the text. It should always be kept in mind that children learn to read best by reading, i.e. by dealing with continuous material. There is prestige value in a 'real' book, together with the realisation that progress is being made when a new book is begun.

A child who has completed these three stages of the scheme and who is clearly able to progress further without any sense of strain should not be held back or expected to re-read the books already completed. The School will supply information about the rest of the scheme to any member who needs it, but those teaching are asked to remember that progress in easy stages will suit the great majority of children in this age group.

POETRY (Choose from the following books)

Blackwell's Junior Poetry, Book 1 edited by E. Owen (59p). The Puffin Book of Nursery Rhymes collected by Peter and Iona Opie (25p). The Young Puffin Book of Verse edited by Barbara Ireson (25p).

Nursery rhymes are found in this list because a wide vocabulary is essential before a child is ready to read and the traditional rhymes are very rich in word content.

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Book 1 of Blackwell's Junior Poetry is specially recommended for introducing a child to the world of poetry. The verses included are varied in character; some might be considered difficult for a child of this age but it is inadvisable to choose easy verse all the time. Many children are able to enjoy the sound of a poem while not fully understanding the meaning. Here, as in Tales and Music, it is better to aim high than to give the child material that is too babyish.

WRITING

Everyday Writing, Book 1 by Ruth Fagg (U.L.P., 43p)

The Everyday Writing scheme aims at teaching children a clear, simple handwriting where the letter shapes are made with no unnecessary strokes or loops and fluency of movement is achieved by pattern-making using natural, rhythmic movements.

Writing materials

There should be a variety of these; 3B and 2B lead pencils, wax crayons, coloured pencils, chalks, pastels and felt pens may all be used.

At first paper should be plain so that patterns and letters may be made in the size suited to the child's developing skill. When the shapes of the letters have been mastered, single guide lines should be used. Care must be taken to see that the child understands the positions of stemmed and tailed letters (h, f, g, p, etc.) on the line.

Posture

The writing position should be well-balanced and relaxed. It can be said that good writing begins with the feet. Placing the feet straight — if possible flat on the floor — influences the whole posture.

1. The child should sit up well. A tendency to lean too far forward must be corrected at once; if it persists the child's sight should be tested.
2. The pencil or crayon must be held lightly. If there is a tendency to grip it and press hard with the index (first) finger there should be some practice using only the thumb and second finger. Then when the index finger is made use of again it is seen to be necessary only for balance.
3. The pencil must not rest in the 'valley' between the thumb and the index finger; it should be in a more upright position.
4. The forearms should be supported by the writing table; elbows are held slightly away from the body so that there is ease of movement.

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5. Writing is a free movement of the whole hand and arm not just a movement with the tops of the fingers while the arm is kept rigid.
 6. As the writing or pattern progresses down the paper it is the book or sheet of paper that moves up and not the child's position that alters.

Pattern-making

This should precede formal work in printing the letters. A young child scribbles long before he attempts to make any letters and pattern-making uses this tendency and guides it so that letters like u, m, w, e, c, i and l emerge from the scribble as a continuous line of one repeated letter.

Patterns should be large to begin with — $1\frac{1}{2}$ to 2 inches — and made with chalk, large crayons or felt pens on large sheets of paper. The point of the pattern work is to make use of a child's sense of rhythm so that when he progresses to linked script it will be easier for this to be rhythmic and even. While making a pattern a child might say aloud a suitable rhyme or repeated phrase to help him keep to the rhythm.

Forming letters

When he begins to form letters and words these should be copied from the book; no effort should be made to link up letters. It will be enough of an effort for the child to form letters well.

Pattern-making will continue — but as a parallel activity. The child may consider forming letters a 'lesson' and pattern-making just a game so long as there is a consistent effort to improve the patterns all the time — making them more fluent and even and varying the size.

It must be stressed that perfection of letter formation and absolute regularity in patterns is not to be expected. The aim is that the child learns to form his letters in the correct way, i.e. does not start in the wrong place or work backwards, and that he enjoys the rhythm of pattern-making.

Left-handed children

A child who is decidedly left-handed should not be expected to change over to using the right hand. The notes about materials and posture all apply but some extra points should be watched.

1. The arm is moving towards the body instead of away from it with a consequent tendency to cramp and tiredness. To combat this effect see that the page or sheet of paper is slightly to the left of centre on the table so that there is plenty of room for the arm to move towards the body.
2. The writing hand sometimes covers the work already done and causes smudging. To avoid this the pencil or crayon should be held $1-1\frac{1}{2}$ inches from the point and not allowed to fall back into the 'valley' between the thumb and first finger.
3. There is a tendency to more tension in writing than with right-handed children. This leads to too strong a grip on the writing instrument; for dealing with this see Posture (2) and make use of plenty of pattern work.

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TALES (Choose from the following books)

Dear Teddy Robinson by Joan G. Robinson (Young Puffin, 20p).
More About Teddy Robinson by Joan G. Robinson (Young Puffin, 25p).
Ponder and William by Barbara Softly (Young Puffin, 25p).
Ponder and William on Holiday by Barbara Softly (Young Puffin, 25p).
The Ten Tales of Shellover by Ruth Ainsworth (Young Puffin, 25p).
Little Pete Stories by Leila Berg (Young Puffin, 25p).
Another Lucky Dip by Ruth Ainsworth (Young Puffin, 25p).
More Tales from the End Cottage by Eileen Bell (Young Puffin, 25p).
Little Red Fox by Alison Uttley (Young Puffin, 25p).

The two Teddy Robinson books are rather more suited to girls than boys while the Ponder and William books are more boyish. All the others would be equally appreciated by boys and girls.

Favourite stories may be repeated and the child may 'tell back' a story if he wishes to do so. If he paints an illustration to the story encourage him to tell about this.

The PNEU Library service is available for members, at home or overseas, who wish to use it. An initial deposit of at least £3.00 must be sent for postage.

The Librarian is willing to choose the books if the age and tastes of the child are given.

Overseas members may keep the books a month from the date of arrival. Books are sent out regularly each month. Home members may keep the books a month but may change them as often as they like within the month. Another consignment is sent by return.

Two books (for each child) may be borrowed at a time. Further particulars may be obtained from the Librarian at PNEU headquarters in London.

HISTORY

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Days Before History by E. G. Hume (Blackie, 75p) preceded by **The How and Why Wonder Book of Dinosaurs** (Transworld 25p).

Or followed by **Children through the Ages** by E. G. Hume (Blackie, 94p).

The book on dinosaurs is recommended for boys. Girls tend to prefer the other book but there is no reason why a little girl who finds dinosaurs fascinating should not have the book about them.

When the book on dinosaurs is used parents or teachers might help with model making by twisting wire into the required shape; the bodies can then be built up by the child using newspapers and cold water paste or some modelling material which will take paint afterwards.

The 'something to do' sections of *Days before History* on pages 23, 33 and 53 contain many suggestions for activities, drawings and models. The final one on page 62 rounds off the book by describing how a model of a Lake Village might be made.

In *Children through the Ages* the suggestions for activities are to be found at the end; 'something to do and think about' pages 164 - 168. These are only meant as suggestions and the more inventive child who has other ideas should be encouraged to follow them up.

GEOGRAPHY

Looking at Other Children by J. & D. Gadsby (Black, 70p)

This book is well illustrated and each reading of a story should be preceded by a discussion of the pictures to be found in it. Let the child ask questions and try to link the pictures up with something in his own experience.

As in History, painting and model making, or dressing up and pretending to be one of the people he has heard about, can help a child to understand and enjoy the lessons.

Reading from the book should be supplemented by plenty of outdoor observation, studying the district where the child is living. The lie of the land, how the people live and work and the connection between these can be explained to the child as far as he is able to understand.

It must be remembered that a child of this age is so small that physical features of the landscape seem to be enormous and he is so inexperienced that the outside world needs to be interpreted for him before he can 'see' it. Left to himself it will merely bewilder him and he will concentrate his attention on the small things around him. Modelling physical features — mountains, islands, valleys, rivers etc. — in a sand-tray or in the garden is

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useful because while playing with this small-scale landscape he is learning to 'see' these features when he meets them in the outside world.

NATURE STUDY

For suggestions for nature work out-of-doors see **Let's Go Out** by M. Gladding (PNEU, 10p).

1. Find and name wild flowers; watch animals and birds.
2. Make flower, bird and insect lists — use large sheets of paper on the schoolroom walls.
3. Keep a nature diary, using a **Nature Note Book** (15p) for brushwork paintings (not pressed flowers) and notes dictated by the child. The nature diary may be sent in with either the first or second report.

Nature Study need not be limited to flowers, animals, birds and insects. It includes rivers and ponds with their fish: the sea if it is accessible: grasses, mosses and ferns; rocks of all kinds: the rainbow and clouds: the moon and stars: anything and everything that goes to make up the world of nature.

Where living and growing things are concerned they should, whenever possible, be looked at in their natural surroundings and left there. Parents are in a position to encourage their children to admire without acquisitiveness, to respect living things and to revere their Creator.

Picking a few wild flowers to take home need not be discouraged — it is almost an instinctive action for a child — but breaking and pulling up growing things just for the sake of destruction should be very firmly discouraged.

A flower or fern that has been brought home can be used as a model for a painting in the nature diary. A child cannot begin too early using water colours and brushes for this work. Crayons and felt pens are less trouble to provide and they are excellent for other purposes (e.g. pattern work to help with writing) but they are not able to achieve the results possible with brush painting after some practice. Early efforts are bound to be very crude but the child is learning all the time.

Outlines of leaves, petals, etc., should never be drawn in pencil. All drawing is done with the brush and as soon as he can be taught to manage it a child should have a good quality brush which can be used for fine lines. Larger and coarser brushes can be kept for work in Art & Craft so that when he wants to cover large areas with colour he has a suitable instrument.

The child living abroad in an area where suitable reference books in this subject are difficult to find could be taught the local names for plants, birds

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and animals and try to describe what he has observed very carefully when he is dictating his notes.

(For pupils in U.K. only)

Looking at Nature, Book 1 (Nature Awake and Asleep) by Elsie Proctor (Black, 59p).

MATHEMATICS

Number News, Books 1 to 4 by Constance Milburn (Blackie, 40p each). **Starting Points 1** by C. A. Sims (Schofield & Sims, 25p)

Mathematical apparatus

This will be used throughout the year and should be improvised as much as possible.

Counters may be seeds, dried peas, buttons, beads, shells, used matches or any other countable objects. Jars and boxes of various shapes and sizes are useful for helping a child to understand ideas of large and small, wide and narrow, tall and short, etc. Cubes, such as building blocks left over from the baby stage or big, square wooden beads are very useful.

If some commercially produced apparatus is required information may be obtained about prices from Galt's, P.O. Box No. 2, Cheadle, Cheshire.

Written work

For recording work done from the Number News books, it will be better to make little booklets of a few pages than to use a thick exercise book which will become tattered and dirty after a time. A few pages can be sewn or stapled together and the outside cover made of brightly coloured wall-paper or gift wrapping paper.

Suggested Scheme of Work

Term 1 (10 weeks)

Vocabulary

The child is introduced to a wide range of mathematical words. This does not mean words like addition, subtraction, plus, minus, etc., but words like: big, bigger, biggest, large, long, wide, fat, deep, small, smaller, smallest, little, short, narrow, thin, shallow, a lot, more, more than, most, a few, less, less than, least, first, next, middle, next-to-last, last, as many, the same, equal, level, enough, not enough, heavy, light, the same weight, long time, short time, the same time, above, below, between, among, up, down, high, low, top, bottom, side, end, edge, corner, etc., etc.

Words like these, which express mathematical ideas, should be made use of in oral activity work, using the improvised mathematical apparatus.

These activities to extend vocabulary can be a short part of each lesson until the child is quite familiar with the words.

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Before written numbers are used it is necessary to get across to the child the idea of twoness, threeness, etc. The idea of the number must come before the use of its written symbol 2, 3 and so on.

Use **Number News Book 1** for numbers up to 5. Help the child to 'read' the first five pages and say: one sun, one moon, one cat, one tree, one cup, one big red dot (or one red counter), one big black dot (or one black counter) etc.

After a page has been 'read' the child can draw and colour the sun, moon, etc. and will be asked: how many suns? how many feet? and so on.

When page five has been completed work through pages one to four of **Starting Points 1**. (Unlike the Number News series this is a workbook and is meant to be coloured and written in). Follow the instructions given so that page one of **Starting Points 1** is coloured before the boys and girls are counted and the correct figures put in the orange squares. (If a child does not want to colour the pictures he should be allowed to leave them as they are; from the mathematical point of view colouring or not colouring the figures is irrelevant).

The words in **Starting Points 1** are to be read aloud and what has to be done should be explained very carefully. 'Put all the birds in the cage' could be misunderstood by a child. He might think he was meant to draw pictures in the representation of the cage when, in fact, all that is wanted is the number of birds — 5 — in the orange square inside the cage.

Consolidate the work with the other activities to make the idea of number clearer. Make groups of two, three, four and five using varying types of counting apparatus and, if possible, varying colours and sizes; e.g. beads and buttons of different colours used with seeds and shells.

Arrange the groups so that they vary in shape and layout though not in number. Once the child says firmly that there are THREE (or whatever the number is) no matter how the shapes and colours vary and no matter how the group is moved around the idea of abstract number is gained.

If a child is hesitant when colour or size or arrangement alters, more practice is needed but vary the activities as much as possible to avoid boredom with the subject.

Once the idea of number has been gained and the number symbols have meaning for the child, work through the rest of **Number News, Book 1**, copying out the sums into the booklet for written work and, where necessary, writing down the answers.

Work through pages five to thirteen in **Starting Points 1**. This will introduce the figure 6 but by now a child should be able to take an extra number in his stride — he will see that 6 is one more than 5.

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By the end of the first term a fairly wide mathematical vocabulary should have been acquired and number symbols 1 to 5, at least, should be thoroughly understood.

It is advisable to explain to a child that there can be two forms of the number four and both are correct, though one is more normal in printed books and the other more normal when one is writing. Children accept this; they already have to cope with two forms of the letters a and g in reading and writing.

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Term 2 (10 weeks)

Work through pages one to nine inclusive in **Number News, Book 2**, for number symbols 6 to 10 and consolidate with similar activities to those used for the first five symbols.

Work through **Number News, Book 2**, from page ten to the end, doing the necessary written figure work in the separate booklet. While this is being done from time to time, work through pages fourteen to twenty-two inclusive in **Starting Points 1**. (It is advisable to omit the rest of this workbook, unless it is felt that a child is ready for the exercise in telling the time on page twenty-five. The measuring section is not necessary and the block graphs are difficult for a solitary child in the home schoolroom.)

Use the 100 square on the back of the workbook for counting beyond 10. This work will be done orally and simply for the fun of counting.

By the end of the second term, the child should be counting fluently, adding small groups of numbers together and using the signs + and = with understanding.

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Term 3 (10 weeks)

'Read' pages one to three inclusive in **Number News, Book 3**, to introduce the idea of subtraction, e.g. one sun — it goes behind a cloud — how many suns can we see now? None. Two girls — one goes out through the door — how many girls are left? One. Three fishes — one is caught in a net — how many fishes are still swimming? Two. Four purple flowers — a boy picks one — how many are left? Three.

Continue working through the book, varying the work with activities with apparatus and some counting on the number square on the back of the completed workbook.

While this practice in subtraction is being done it should be interspersed with practice in addition from **Number News, Book 4**, so that the child is able to handle both these processes.

Both **Book 3** and **Book 4** should be completed by the end of the term.

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At the end of the Preparatory year, addition and subtraction have been introduced and the signs + and - and = should be understood.

Apparatus has been freely used throughout the year and will continue to be used in the next class, Form IB for six-year-olds.

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If a child is obviously ready for Term 2's work before the first term is over he should not be held back. If this whole scheme of work is finished well before the end of the Preparatory year and the child is quite ready to go on, apply to the School for the next stage of work, i.e. the one set for Form IB.

MUSIC

Singing

The Oxford Nursery Song Book edited by Dr. P. Buck (Oxford 45p).

Try to provide plenty of music to listen to and do not feel that this must be 'children's music'. As with poetry, children are often fascinated by the sound itself without troubling too much about meaning.

A variety of songs should be provided; a child should be as rich in the songs he knows as he is in stories.

Parents who feel they need help from records should apply to the School for a leaflet which lists those available — music for movement, for the percussion band, nursery rhymes, singing games, traditional songs, etc.

ART & CRAFT

Something to Do by Septima (Young Puffin, 35p).

This is an excellent book containing ideas for things to make, games to play, verses, simple recipes, information about pets and natural history. The seasonal activities are based on the British seasons and weather but even these sections can be of interest to the child living abroad.

Freedom to experiment and improvise is more important at this stage than neatly executed, finished productions. Self-confidence and ingenuity are to be encouraged.

Art work should be large and bold, using crayons, pastels, charcoal, chalks or powder paint on big sheets of sugar paper if this is available; large brushes should be used with the powder paint. If possible, allow the child to paint standing in front of a small easel or improvised support for a drawing board and encourage him to walk away and look at his work from a distance. Allow plenty of opportunity for purely imaginative work and for illustrations of stories heard in class.

Craft work should be simple and usually finished in one lesson. Few children of this age are able to remain interested in a piece of work that has to be left aside for a few days or perhaps a week until the next lesson.

Suggestions:

1. Work with torn, coloured paper:— the child makes pictures with paper instead of paint; pieces of paper can be large or small and might be torn from pictures in magazines, adverts in newspaper colour supplements,

230p190mc1/2

etc. This does not mean that these pictures are cut out whole or that parts of them — flowers, birds, ships, etc. — are chosen because of what they represent. These magazines are used just for the sake of providing pieces of coloured paper for the child to use. Gummed or ungummed coloured paper may be bought from school stationers but it is expensive and the colours are often harsh and glaring. Magazine pictures and adverts can be very subtle in colouring and often make use of a wide variety of shades. When a child is used to working with torn, coloured paper he can begin to cut some pieces if he finds this more useful for his purpose. For this provide round-ended scissors that really can cut — blunt so-called 'baby scissors' are a waste of money. A child should not begin this kind of work by cutting as this leads to too much fiddling about trying to cut out the right shape and not enough concentration on the picture as a whole.

2. Collage work:—this makes use of cloth, seeds, twigs, wool, etc., as well as paper and paint to build up a picture or pattern.
3. Modelling with clay — or, if this is not available, a mixture of 2 parts of plain flour to 1 part of salt plus a table-spoon of powdered alum (from the chemist) and enough water to make it firm for modelling. This mixture will harden and can be painted.
4. Modelling with plasticine which does not harden and can be used repeatedly: one colour plasticine is preferable. If several colours are used the effect is very streaky when they are mixed together as they are bound to be when the child wants to destroy what he has made and begin again. Some disadvantages to plasticine are that it cannot be painted and some children strongly dislike the smell and feel of it.

PHYSICAL EDUCATION

This should be largely free play and out-of-doors whenever possible. Ideas for games are to be found in *Something to Do* — see Art & Craft section. Swimming, dancing, climbing (i.e. scrambling round and exploring the neighbourhood) are all valuable ways of making use of child's energy.

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Programme 85
1975/76

LIB
Form IB
(Age 6)

THE PNEU SCHOOL

For Members of the PNEU only

The Programmes are for use with pupils of the School only and
must not be lent

Address: The Parents' National Educational Union School,
Murray House, Vandon Street, London, SW1H OAJ.

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life
and good literature" — Dean Colet

GENERAL NOTES

CONTENTS

1. This programme sets out the syllabus and book lists for FORM IB. It is complementary to the Teacher's Handbook which should also be closely studied.
2. Essential books are printed in CAPITALS.
3. Optional books are included for reference and supplementary purposes
4. Books marked with an *. Each pupil should have a copy
5. The Programme is planned to cover one year's work divided into three terms of twelve weeks.

RECORDS

In the United Kingdom, local education authorities are required to satisfy themselves that the education of all children in their area is adequate. Parents responsible for home-school pupils should keep a Record of Work and an Attendance Register as they may receive visits from LEA Inspectors or Education Welfare Officers. In some other countries, similar conditions may be encountered.

SUPPLIES

Books

An adequate range of books is essential for the PNEU course. The initial book order will be dealt with by PNEU. It will be despatched by surface mail or air mail if requested to overseas addresses, the appropriate postal and packing charges being debited. Members going abroad are advised that books should be obtained before departure.

Subsequent requirements of recommended books may be obtained from the **Academy Bookshop, 7 Holland Street, Kensington, London, W.8**, by post. 20% of the cost of the books should be added to the payment for postage and packing. Minimum order £2.

Exceptionally, special orders from members will be dealt with by PNEU and a service charge made.

Members may find that some books are unobtainable and alternatives will be sent in their stead. The price given in the Programme is that in force at the time of going to press.

Badges

PNEU badges are copyright. Metal badges should be ordered from PNEU at 25p each or £2.50 per dozen, postage included. Woven badges and colours should be obtained from Harrods Ltd., Brompton Road, London, SW1X 7QX: prices on request.

Materials

Other educational requirements should be obtained, preferably before leaving this country, from any convenient supplier.

ABOUT THE PNEU

For information about Charlotte Mason's principles and method see The Story of Charlotte Mason by E. Cholmondeley, obtainable on loan from the PNEU Library.

USE OF BOOKS

Children in this class are not expected to read any of the books for themselves except those of the Happy Venture reading scheme. All the rest are read aloud by the parent or teacher and the children then narrate the substance of what has been read to them.

SYLLABUS

RELIGIOUS KNOWLEDGE

Bible lessons

Suitable stories from the Old and New Testaments of the BIBLE: any edition.

The choice of material is left to the parent or teacher but, for those who would like help in selection, the following suggestions are given:

Old Testament

- The Creation
- Abraham and Isaac
- Esau and Jacob
- Joseph's dream and his interpreting of Pharaoh's dream
- Joseph and his brothers
- The birth of Moses
- The call of Samuel
- David the shepherd boy
- David and Goliath
- Elijah and the ravens
- Naaman the Leper
- Daniel in Babylon

New Testament

- The birth of Christ
- The coming of the shepherds and the Magi
- The presentation of Christ in the Temple
- How He was found in the Temple after having been lost for three days
- John the Baptist
- The baptism of Christ
- His calling of the first disciples

- The raising of Jairus's daughter
- The stilling of the storm
- The feeding of the five thousand
- Zachaeus
- The healing of the blind beggar Bartimaeus
- The entry into Jerusalem
- The death of Christ
- Easter morning
- The ascension of Christ

Parables

- The Prodigal Son
- The Good Samaritan

Reference books: Animals, Birds and Plants of the Bible by R. I. Rostron (Ladybird, 18p). Life in New Testament Times by R. R. Gower (Ladybird, 18p). Modern translations of the Bible: The Revised Standard Version of the Holy Bible (Nelson's School Edition, 83p, or Collins Fontana, 52p). The Jerusalem Bible (Darton, Longman & Todd, £2.00). The New English Bible—illustrated edition. (British & Foreign Bible Society, £1.00).

ENGLISH

I Reading

Children should continue from the stage reached.
The Happy Venture Reading Scheme (Oliver & Boyd)

Stage Two :

- OUR FRIENDS* (38p)
- OUR FRIENDS WORKBOOK* (21p)
- SATURDAY PLAY* (38p)
- Library Books 11 - 15* (53p the set)

Stage Three :

- GROWING UP* (39p)
- GROWING UP WORKBOOK* (21p)
- NOW FOR SOME STORIES* (39p)
- Library Books 16 - 21* (59p the set)

Stage Four :

- HOLIDAY TIME* (47p)
- HOLIDAY TIME WORKBOOK* (22p)
- FAR AND WIDE* (47p)
- Library Books 22 - 27* (65p the set)

Use of the scheme

The Happy Venture reading scheme combines whole word recognition with phonic work so that each approach reinforces and supplements the other.

It is necessary for children to know the words they meet in a book if they are to be able to read it. Meeting too many unknown words destroys confidence in the ability to master the reading process though it will do no harm to have the odd word here and there that has to be puzzled out or asked about. At the end of each reader in the scheme there is a list of all the new words it introduces, with an indication of the page where the word occurs for the first time. These lists are very useful when a parent or teacher is preparing games to teach the words the child is going to meet.

Repetition is essential for acquiring reading skill. It occurs in the readers and the workbooks supplement this by a variety of activities which are all forms of repetition. The workbooks are an important part of the scheme, not just a spare-time activity. Their use should be supervised as carefully as that of the other books so that the child gets the best out of them.

Happy Venture library books

These little booklets are useful but usually not essential. They use only the vocabulary the child has already met in the readers and are a help in giving further practice to a child who is having some difficulty in remembering words and needs to build up confidence. They are also a help for children who make better progress if things are done at a rather slower pace.

Teaching new words

Sections of a book may be prepared by teaching new words in one of the following ways:

(a) Word matching — where two identical sets are made of the words to be learned, one for the teacher and one for the child. Words might be printed with a felt pen on pieces of card. The teacher displays a card and says the word carefully; the child has to find the matching card in the other set and read the word from it.

(b) Word Snap — a version of the card game using the cards made for (a). When both players (two children or teacher and child) play the same word instead of calling "Snap!" the word on the card is to be called. The one who calls first wins the cards already played and the one who finally holds all the cards wins the game.

(c) Word collecting — using cards as in (a) and (b) but with a hole punched in the corner of each one. Only one set is necessary. The cards are spread out and read aloud several times by the teacher who gathers them up between each reading. The child then spreads them out and tries to read them, keeping all those read correctly on a key-ring or something similar.

In all these activities make use of other words besides those you are trying to teach and, as the child progresses, choose some from the section of the book already read so that there are always familiar old friends among the strangers.

Short common words like a, as, and, at, are, has, had, have, him, his, they, the, I, me, you, he, she, it, in, on, is, of, off, one, this, and that occur very often in reading and must be instantly recognisable and not confused with each other. Words of this type should be included in each word activity so that in time they become familiar.

Suggested method for using the books

(a 20-minute lesson each school day)

Stage Two

Our Friends

1. Before beginning the book teach the words in the first column of the word list on Page 52. Pages 1-7 are then read aloud by the child. Consolidate by working through pages 3-7 in the workbook. This may take several lessons; the child reads aloud instructions like "Make the shoe red" before doing the colouring. The teacher gives whatever help is necessary.
2. Teach words in the second column and the two words for page 17. Pages 8-17 are read. Complete pages 8-17 in workbook. For revision re-read pages 1-7 of the reader.
3. Teach the words in the word list for pages 18-30. Pages 18-30 are read. Complete pages 18-23 in workbook. Revise by reading pages 8-17.
4. Teach the words for pages 31-42. Pages 31-42 are read. Complete pages 24-30 in the workbook. Revise pages 18-30 by reading.
5. Teach the rest of the words on the list and do some phonic work from pages 54 and 55, pointing out families of words that
 - (a) have the same internal vowel sound
 - (b) rhyme because they have not only the same vowel sound but the same consonant or group of consonants at the end. Simple rhymes might be made up with the teacher giving one line and the child supplying the other.

Pages 44-49 are read. Then the questions on page 50 are read and answered, the word game on page 51 is played and the riddles are read and answered. This will be consolidated by finishing the remaining pages of the workbook.

6. (Optional) Library Books 11-15 are read.

Saturday Play

1. Teach the words for pages 3-26 (word list on page 64). Pages 3-26 are read aloud. It will probably be a good idea to make the little basket — with or without the decorative red berries — but the teacher may decide against making paper snow.
2. Teach the words for pages 27-47. Pages 27-47 are read.
3. Teach the words for pages 48-63. Pages 48-63 are read.

Stage Three

Growing Up

1. Teach the words for pages 1 - 25. Pages 1 - 25 are read. Follow by pages 2 - 9 in workbook. Re-read 1 - 25.
2. Teach the words for pages 26 - 43. Pages 26 - 43 are read. Follow by pages 10 - 15 in workbook. Re-read 26 - 43.
3. Teach the words for pages 44 - 60. Pages 44 - 60 are read. Follow by pages 16 - 21 in the workbook. Re-read 44 - 60.
4. Teach the words for pages 61 - 79. Pages 61 - 79 are read. Follow by pages 22 - 27 in the workbook. Re-read 61 - 79.
5. Teach the words for pages 80 - 86. Pages 80 - 86 are read and the riddles guessed (88). Follow by page 28 to the end of the workbook.
6. (Optional) Library Books 16 - 21 are read.

Now For Some Stories

It should be possible to read this book without previous preparation. Take "The Brave Little Duck" for the first lesson and see if the child can manage to read it by being told, or by working out, the one or two new words on each page.

If no difficulty is experienced the child should continue reading the book (aloud) for as many lessons as it takes to complete and then, for revision, will answer the questions on page 88 and do the drawings asked for on page 90.

If it is clear that preparation of the work is still needed two or three stories at a time may be prepared as with the earlier books.

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Stage Four

Holiday Time

If it is necessary for words to be taught before the reading it will probably be better to use some new method so that the child does not become bored. The words for the first two stories might be taken for writing practice (words for pages 1 - 18 from the list on page 122). The child should repeat them as they are written down or traced over.

It is probable that this will not be necessary and the child will have enough confidence to accept the new words as they come in each story.

The workbook is still important but the way of using it is different at this stage. It is now a text book and the drawings and written answers are to be put into a notebook kept by the child for this purpose.

pages 1 - 8 of the workbook refer to the stories:

Off for the Holidays
At the Seaside
Bombo the Elephant

pages 9 - 20

The Merry-Go-Round
How Dick and Malcolm Saw the Circus
The Nasturtiums that Were Too Proud for their Boots

pages 21 - 30

Joey the Kangaroo
We See the Ships
Down Goes a Lifeboat

pages 31 - 34 (except section C)

The Picnic
Good-bye Seatown!
The Last Day of the Holidays

pages 34 (section C) to the end

Ming the Panda
The Chimpanzees' Tea Party
Small Silver Bear Who Slid from the Sky

After completion of Holiday Time, Library Books 22 - 27 are read if necessary.

Far and Wide

By the time this book is reached it should be possible for the reading to be done without preparation and children simply read the book through at their own speed.

Far and Wide completes the Happy Venture scheme.

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General approach to teaching reading

Reading lessons should be fun for the child. There must be no feeling of pressure as progress is made through the scheme. Children vary greatly in the rate at which they master the skill of reading and the best progress will be made in a relaxed, happy atmosphere.

If a child makes steady but slow progress there is no need to hurry the work. If the scheme is not completed in this class reading lessons can continue in the next one (Lower 1A) and textbooks are still read aloud for all children in Lower 1A.

If a child finds real difficulty in remembering words in spite of the help of the little library booklets of the scheme the parent or teacher should apply to the School for further help. Also if a child dislikes the scheme for some reason and therefore does not make very good progress the School will advise on an alternative scheme.

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Leisure Reading (to be read aloud)

The Brown Mouse Book by Alison Uttley (Piccolo, 25p). Stories about Snug and Serena, two little field mice.

Albert by Alison Jezard (Young Puffin, 20p).

Stories about Albert the bear who leads a very busy life among his friends in the East End of London.

A Gift from Winklesea by Helen Cresswell (Young Puffin, 20p).

When Dan and Mary bought their mother a beautiful stone that was shaped like an egg they never dreamed that something would hatch out of it — but something did.

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The Owl Who Was Afraid of the Dark by Jill Tomlinson (Young Puffin, 25p).

It is a great handicap for a young owl to be afraid of the dark and Plop had his problems but at last he discovered that the dark can be fun.
Teddy Robinson Himself by Joan G. Robinson (Young Puffin, 25p): more stories about that famous bear Teddy Robinson.

II Poetry

Children choose two or three poems each term and learn them.
BLACKWELL'S JUNIOR POETRY, BOOK 2 (59p)

The Young Puffin Book of Verse (25p). The Merry-Go-Round: rhymes and poems chosen by James Reeves (Puffin, 40p).

III Writing (10 minutes practice each school day)

EVERYDAY WRITING, BOOK 2* by Ruth Fagg (U.L.P., 43p)

The Everyday Writing scheme aims at teaching a clear, simple handwriting where the letter shapes are based on patterns formed by natural, rhythmic movements. There are no unnecessary strokes or loops.

At this stage, perfection of letter formation and absolute regularity of patterns is not to be expected. All that is required is that children learn to form the letters in the correct way, that is they do not start in the wrong place or work backwards.

IV Creative Writing (oral only)

Imagine, Look and Talk* by Wallace Eyre (Blackwell, 70p).

This may be simply oral work or may be taken down by the parent or teacher at the child's dictation.

V Language (oral only)

Exploration English, Book 1* by J. G. Cagg (Evans, 82p).

This aspect of English is necessary only for those children who have already completed the Happy Venture or some equivalent reading scheme. About eight chapters a term should be covered but no written work is necessary.

VI Tales

- (a) Choose stories from one of the following books or any other good collection of folk or fairy tales:

BRITISH FAIRY TALES (Blackie, £1.10)

PERRAULT'S COMPLETE FAIRY TALES (Longman, £1.25)

GRIMMS' FAIRY TALES (Puffin, 35p)

ENGLISH FAIRY TALES (Puffin, 20p)

- (b) AESOP'S FABLES (Dent, £1.95): choose one or two a week.

BRITISH HISTORY

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PEOPLE IN HISTORY, BOOKS 1* and 2* by R. J. Unstead (Black, 76p each)

Term 1: Book 1 — pages 4 to 49

Term 2: Book 1 — page 50 to the end

Term 3: Book 2 — pages 6 to 44

For reference: Looking at History by R. J. Unstead (Black) Book 1: Cavemen to Vikings (59p) Book 2: The Middle Ages (59p). Children in History by M. Harrison, Book 1: The Middle Ages (Hulton, £1.00)

Or (for those who have copies) OUR ISLAND STORY

Term 1: pp. 94 - 124

Term 2: pp. 1 - 30

Term 3: pp. 31 - 63

GEOGRAPHY

ABOUT ANIMALS* (Queensway Junior Geography, Book 1) by E. J. Barker (Evans, 90p)

Term 1: pp. 5 - 23

Term 2: pp. 24 - 42

Term 3: pp. 43 - 63

Or (for those who have copies) GEOGRAPHY (FIRST SERIES) BOOK 1* by Archer & Thomas

Term 1: pp. 31 - 54

Term 2: pp. 55 - 77

Term 3: pp. 5 - 30

SCIENCE

- (a) Choose topics from Science 5 - 13 EARLY EXPERIENCES (Macdonald, £1.25) and OURSELVES (Macdonald, £1.00)
- (b) Père Castor's Wild Animal Books (Allen & Unwin, 50p each)

Term 1: MISCHIEF THE SQUIRREL

Term 2: QUIPIC THE HEDGEHOG

Term 3: BOURRU THE BROWN BEAR

There should be as much outdoor observation as possible. Find and name flowers; watch animals and birds. Keep a Nature Diary using a NATURE NOTE BOOK* (15p). Children are to dictate notes of their observations to accompany the illustrations in their Nature Diaries. See LET'S GO OUT by M. Gladding (PNEU, 10p).

Recommended for pupils in the U.K. Looking at Nature, Books 1 and 2 by Elsie Proctor (Black, 59p each).

MATHEMATICS

NUMBER NEWS, BOOKS 5*, 6*, 7* and 8* by Constance Milburn (Blackie, 40p each). STARTING POINTS 2* and 3* by C. A. Sims (Schofield & Sims, 25p each).

Mathematical apparatus

This will be used throughout the year and should be improvised as much as possible.

Counters may be seeds, dried peas, buttons, beads, shells, used matches or any other countable objects. Cubes, such as building blocks left over from the baby stage or big, square wooden beads, are always useful.

If some commercially produced apparatus is required, information may be obtained about prices from Galt's, P.O. Box No. 2, Cheadle, Cheshire.

Written Work

For recording work done from the Number News books, it will be better to make little booklets of a few pages than to use a thick exercise book which will become tattered and dirty after a time. A few pages can be sewn or stapled together and the outside cover made of brightly coloured wall-paper or gift wrapping paper.

Suggested scheme of work

Term 1 (a 15 minute lesson each school day)

Use pages 1 to 8 in **Starting Points 2** to revise addition and subtraction by a different kind of activity. While doing this, begin to work from **Number News, Book 5**, adding rather larger numbers than those already handled. Apparatus is to be used to work out the sums if necessary — or a child may prefer to use it to check an answer already arrived at mentally.

Complete **Number News, Book 5**, and the first nine pages of **Number News, Book 6**. While doing so, work through the rest of **Starting Points 2**, omitting pages 9, 12, 13, 14, 27. Page 28 should be attempted only if the child is eager to learn how to tell the time. If it is a worry it can be left for later. If a child is intrigued by the puzzles on page 29 they should be done but if they are merely bewildering they should be omitted.

Term 2 (a 15 - 20 minute lesson each school day)

Complete **Number News, Book 6**. Explain that a sum like $17 - 12 = 5$ is the same as

$$\begin{array}{r} 17 \\ -12 \\ \hline 5 \end{array}$$

Give practice in both these ways of setting out the subtraction sums.

When page 12 is reached and there is a sum like

$$\begin{array}{r} 20 \\ -2 \\ \hline \end{array}$$

it will probably be best for a parent to teach the method of subtraction she uses herself, as this will come easier to her.

Revise addition with pages 1 to 4 in **Number News, Book 7**. Explain that these sums too can be set out with one number under the other and two lines drawn to hold the answer.

T for tens and U for units can be written above the appropriate column but most children find this is not necessary, once it has been established that the units are on the right-hand side and the working of addition and subtraction sums must begin there.

Points to get across to the child are:

- that no number bigger than 9 can appear in the units column
- that a ten carried over from the units column becomes one (one ten) in the tens column.

Prepare for multiplication work by pages 2 to 5 and 8 to 14 in **Starting Points 3**.

Term 3 (a 20 minute lesson each school day)

Begin multiplication with page 5 of **Number News, Book 7**. Explain that $3 \times 2 = 6$ is the same as $2 + 2 + 2 = 6$ and so on. Work through the rest of the book.

Vary this with work from **Starting Points 3**, page 16 onward — omit the block graphs on pages 20 and 21.

Use the 100 squares on page 23 or on the back cover to work out the tables from 2 to 5. The child can begin to learn these once they are understood. At this age, memorising is not a problem and it is only sensible to make use of the facility a child has for retaining facts if they are presented rhythmically.

Prepare for division work by playing with groups of counters — seeing how many times 2 can be taken from 4, 6, 8 etc. — how many times 3 can be taken from 6, 9, 12, etc. Work through pages 1 to 8 inclusive of **Number News, Book 8**.

Work through the remaining pages of **Number News, Book 8**, to revise all four number processes. (Explain the different ways of setting out multiplication and division sums on pages 11 and 12).

PICTURE STUDY

Reproductions of pictures by the artist for the term, obtainable only from PNEU Office (PNEU, 75p each).

Term 1: RUBENS*

Term 2: GIOTTO*

Term 3: KOKOSCHKA*

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For teacher's reference see the articles in the July, October and January issues of the PNEU Journal. For general approach and method of taking lessons see the Picture Study section in the Teacher's Handbook.

ART & CRAFT

Children should paint freely on large sheets of sugar paper and draw with brush, crayons, oil pastels, charcoal or blackboard chalks. Powder colour is easy to use with large brushes. There should also be a selection of smaller brushes.

For teacher's reference: Art and Craft in the Primary School by J. Dean (Black, £1.25). Young Art by J. F. Lacey (Van Norstand Reinhold, £2.70).

MUSIC

Singing

THE OXFORD NURSERY SONG BOOK edited by Dr. P. Buck
(Oxford, 45p).

A leaflet giving details of records for children (music for movement, for the percussion band, nursery rhymes, singing games, traditional songs, etc.) may be obtained from the School.

PHYSICAL EDUCATION

Daily exercises, e.g. walking, swimming, dancing, skipping and games.

SOMETHING TO DO (Young Puffin, 35p); this book contains not only suggestions for games to play but ideas for craft work, verses, simple recipes, information about pets and natural history. The seasonal activities are related to the British seasons and weather but even this section could be of interest to overseas pupils.

Form 1B
1976-77



Year 2
(Age 6)

Parents' National Educational Union

Murray House, Vandon Street, London SW1H 0AJ

THE PNEU SCHOOL

EDUCATIONAL PROGRAMME 86

This Programme is designed for use only with pupils in PNEU Schools and in the Home Education Division. It must not be lent or used for any other purpose.

"Children are born persons" — Charlotte Mason
PNEU Motto: "I am, I can, I ought, I will"

GENERAL NOTES

CONTENTS

This Programme sets out the syllabuses and book lists for the year. The Teacher's Handbook is complementary to it and should be studied before the Programme is put into use.

Essential books are printed in capitals. Other books are optional but would be valuable for supplementary or reference purposes.

The Programme for each form is planned to cover one year's work, divided into 3 terms of 12 weeks each. As enrolments occur throughout the year, new members will normally begin with Term 1 and complete an assessment report on Form R5 before beginning Term 2.

22p2cm112

SUPPLIES

Books

An adequate range of books is essential for the PNEU course. The initial book order will be dealt with by PNEU tutors and despatched to members overseas by surface mail or, if requested, by air mail. The appropriate postal and packing charges will be debited. Members proceeding abroad are advised that books should be obtained before departure.

Subsequent requirements of recommended books may be obtained from the Academy Bookshop, 7 Holland Street, Kensington, London, W.8 by post on Form R7.

Materials

A list of the educational materials required is set out in Appendix 1. They may be obtained from any firm of educational suppliers. Harrods (Export Department) would be able to supply most of the requirements.

Families going overseas are recommended to obtain these materials before departure.

THE TEACHER'S HANDBOOK

This is a condensed guide to the theory and practice of home teaching which should be used in conjunction with this Programme. It contains advice on how to understand the growing child as well as on how to teach him. Each subject is dealt with in a separate section. It has been kept brief so that even the busy parent can study it.

ASSISTANCE IN TEACHING

The circumstances under which home teaching takes place vary enormously. Parents are advised to seek assistance from friends and colleagues wherever it is appropriate. Not only is a subject or a hobby taught by another person a welcome change but real ability can in this way be harnessed, whether it be mathematical, technical or musical.

THE CURRICULUM

The PNEU course deliberately covers a broad range of subjects. Our aim is to produce soundly educated children who will develop into mature, cultured adults. The PNEU child is marked by a high standard of literacy, mathematical competence, a wide field of knowledge and an enquiring mind.

At this age, the child will not 'study' subjects but will listen to and talk about stories, will make models and articles related to the subjects and will act, mime, paint and draw to acquire a better understanding of each topic.

In Year 2 children should not be expected to read any of the books for themselves except those of the Happy Venture reading scheme. All the rest

are to be read aloud by the parent or teacher and the child or children encouraged to narrate (see Teacher's Handbook pp. 7-9) the substance of what has been read to them.

TESTS

Test papers (with answers) in English, Mathematics and General Knowledge will be supplied as part of the course.

THE PNEU JOURNAL

The PNEU Journal is issued quarterly and contains articles of general educational interest as well as information on PNEU.

RECORDS

In the United Kingdom, local education authorities are required to satisfy themselves that the education of all the children in their area is adequate. Parents responsible for home-school pupils must keep a Record of Work and an Attendance Register as they may receive visits from LEA Inspectors or Education Welfare Officers. In some other countries similar conditions may be encountered.

SYLLABUS

RELIGIOUS KNOWLEDGE

The PNEU educational system was founded on sound learning and the Christian religion. Most of the families enrolled still find its emphasis on Bible readings and stories of essential value but we recognise that parents with other religious beliefs or views may wish to present Religious Knowledge in a different way or to omit it from the time-table.

The BIBLE: any edition

Choose suitable stories from the Old and New Testaments.

Modern translations of the Bible: The Revised Standard Version of the Bible (Fontana, 53p). The Jerusalem Bible — School Edition (Darton, Longman & Todd, £2.00).

New English Bible — illustrated edition (British and Foreign Bible Society, £1.00).

Simplified versions: The Children's Bible by Anne de Vries (Concordia, £1.25). Concordia Bible Story Book by A. W. Gross (Concordia, £3.20). My Favourite Bible Stories by A. H. Jahsmann (Concordia, 73p). A Child's Bible — New Testament only (Piccolo, 95p).

232 p4 cm 4/12

TIME - TABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00- 9.20	Religious Knowledge	Religious Knowledge	History	Religious Knowledge	Religious Knowledge
9.20- 9.40	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
9.40-10.00	Creative Writing	History	Geography	Tales	Poetry
10.00-10.40	B R E A K				
10.40-11.00	Reading	Reading	Science	Reading	History
11.00-11.10	Writing Practice	Writing Practice	Writing Practice	Writing Practice	Writing Practice
11.10-11.30	Games	Tales	Games	Picture Study	Reading
14.00-14.20	Singing	Nature Walk	Reading	Outdoor Geography	Singing
14.20-14.40	Art & Craft	Nature Walk	Art & Craft	Outdoor Geography	Physical Education
14.40-15.00	Art & Craft	Nature Notebook	Art & Craft	Outdoor Geography	Physical Education

Method

1. Before telling the story look at the appropriate picture or pictures to give the background of the land and people of Palestine with their homes, occupations, animals and simple nomadic life in Old Testament times.
2. Tell the story in language the child will understand; then, if you wish, read the account from the Bible.
3. After the reading or telling encourage the child to talk about it and, if the subject lends itself to it, to draw a picture of the incident and explain his drawing afterwards. Sometimes there can be a link with Craft and a simple model will be a better illustration than a picture.

Supplementary material

Ladybird 'Easy Reading' Books (24p each).

1. Jesus the Helper; 2. Jesus the Friend; 3. Baby Jesus; 4. Children of the Bible.

Ladybird Bible Stories (24p each).

1. The Child in the Temple; 2. The Shepherd Boy of Bethlehem; 3. The Little Lord Jesus; 4. Joseph; 5. Moses, Prince and Shepherd; 6. Two Stories Jesus Told; 7. Daniel; 8. Jesus by the Sea of Galilee; 9. Jesus Calls His Disciples; 10. Naaman and the Little Maid; 11. St. Paul; 12. Peter the Fisherman.

My Good Shepherd Bible Story Booklets (Concordia, 20p each)

Old Testament: Bible Heroes

People God Chose

New Testament: Jesus with Us

Jesus Helps People

Jesus and His Friends

Our Saviour Lives

My Good Shepherd Bible Story Jig-saw Puzzles

(Concordia, 35p each + VAT)

Noah's Ark; Crossing the Red Sea; Daniel in the Lion's Den; Nativity; Jesus and the Wise Men; Jesus Stills the Storm; Good Shepherd; Feeding the 5000; The Good Samaritan; Zacchaeus in the Tree; Jesus Rides into Jerusalem; The First Easter.

Reference books: Animals, Birds and Plants of the Bible by H.I. Rostron. Life in New Testament Times by R. R. Gower (Ladybird, 24p each).

ENGLISH

Reading

Pupils who have completed Stage Two in Preparatory Class should now begin Stage Three.

The Happy Venture Reading Scheme (Oliver & Boyd)

Stage Two:

OUR FRIENDS (43p)

OUR FRIENDS WORKBOOK (25p)

SATURDAY PLAY (43p)

LIBRARY BOOKS 11-15 (53p the set)

Stage Three:

GROWING UP (52p)
GROWING UP WORKBOOK (25p)
NOW FOR SOME STORIES (52p)
LIBRARY BOOKS 16-21 (76p the set)

Stage Four:

HOLIDAY TIME (54p)
HOLIDAY TIME WORKBOOK (31p)
FAR AND WIDE (54p)
LIBRARY BOOKS 22-27 (65p the set)

There is no one way to teach reading, but the methodical use of a good reading scheme cannot be bettered. PNEU has selected a reliable scheme, the Happy Venture. It combines two methods of teaching reading, whole word recognition and phonic work, so that each approach reinforces and supplements the other. (In phonic work emphasis is placed on the sound values of individual letters, or groups of letters, with the object of helping the child to blend sounds to form words).

Most children have made some progress in learning to read by the age of six and a pupil beginning PNEU work in this class will be transferred to the stage in the Happy Venture scheme which the tutor considers corresponds to that reached in the reading scheme already used.

A pupil who completes the scheme before the end of the year should be encouraged to acquire a wider vocabulary by reading as widely as possible. The tutor will supply suitable book titles at the parent's request.

Words and Meaning

It is necessary for children to know the words they meet in a book if they are to be able to read it. Meeting too many unknown words destroys confidence in the ability to master the reading process though it will do no harm to have the odd word here and there that has to be puzzled out or asked about. At the end of each reader in the scheme there is a list of all the new words it introduces, with an indication of the page where the word occurs for the first time. These lists are very useful when a parent or teacher is preparing games to teach the words the child is going to meet.

Repetition is essential for acquiring reading skill. It occurs in the readers and the workbooks supplement this by a variety of activities which are all forms of repetition. The workbooks are an important part of the scheme, not just a spare-time activity. Their use should be supervised as carefully as that of the other books so that the child gets the best out of them.

Sections of a book may be prepared by teaching new words in one of the following ways:

- (a) Word matching — where two identical sets are made of the words to

be learned, one for the teacher and one for the child. Words might be printed with a felt pen on pieces of card. The teacher displays a card and says the word carefully; the child has to find the matching card in the other set and read the word from it.

- (b) Word Snap — a version of the card game using the cards made for (a). When both players (two children or teacher and child) play the same word instead of calling "Snap!" the word on the card is to be called. The one who calls first wins the cards already played and the one who finally holds all the cards wins the game.
- (c) Word collecting — using cards as in (a) and (b) but with a hole punched in the corner of each one. Only one set is necessary. The cards are spread out and read aloud several times by the teacher who gathers them up between each reading. The child then spreads them out and tries to read them, keeping all those read correctly on a key-ring or something similar.

In all these activities make use of other words besides those you are trying to teach and, as the child progresses, choose some from the section of the book already read so that there are always familiar old friends among the strangers.

Short common words like **a, as, and, at, are, has, had, have, him, his, they, the, I, me, you, he, she, it, in, on, is, of, off, one, this, and that** occur very often in reading and must be instantly recognisable and not confused with each other. Words of this type should be included in each word activity so that in time they become familiar.

Suggested method for use of scheme

Stage Two (Term 1)

Our Friends

1. Before beginning the book teach the words in the first column of the word list on Page 52. Pages 1-7 are then read aloud by the child. Consolidate by working through pages 3-7 in the workbook. This may take several lessons; the child reads aloud instructions like "Make the shoe red" before doing the colouring. The teacher gives whatever help is necessary.
2. Teach words in the second column and the two words for page 17. Pages 8-17 are read. Complete pages 8-17 in workbook. For revision re-read pages 1-7 of the reader.
3. Teach the words in the word list for pages 18-30. Pages 18-30 are read. Complete pages 18-23 in workbook. Revise by reading pages 8-17.
4. Teach the words for pages 31-42. Pages 31-42 are read. Complete pages 24-30 in the workbook. Revise pages 18-30 by reading.

5. Teach the rest of the words on the list and do some phonic work from pages 54 and 55, pointing out families of words that:

- (a) have the same internal vowel sound
- (b) rhyme because they have not only the same vowel sound but the same consonant or group of consonants at the end. Simple rhymes might be made up with the teacher giving one line and the child supplying the other.

Pages 44-49 are read. Then the questions on page 50 are read and answered, the word game on page 51 is played and the riddles are read and answered. This will be consolidated by finishing the remaining pages of the workbook.

6. Library Books 11-15 are read.

Saturday Play

1. Teach the words for pages 3-26 (word list on page 64). Pages 3-26 are read aloud. It will probably be a good idea to make the little basket — with or without the decorative red berries — but the teacher may decide against making paper snow.
2. Teach the words for pages 27-47. Pages 27-47 are read.
3. Teach the words for pages 48-63. Pages 48-63 are read.

Stage Three (Term 2)

Growing Up

1. Teach the words for pages 1-25. Pages 1-25 are read. Follow by pages 2-9 in workbook. Re-read 1-25.
2. Teach the words for pages 26-43. Pages 26-43 are read. Follow by pages 10-15 in the workbook. Re-read 26-43.
3. Teach the words for pages 44-60. Pages 44-60 are read. Follow by pages 16-21 in the workbook. Re-read 44-60.
4. Teach the words for pages 61-79. Pages 61-79 are read. Follow by pages 22-27 in the workbook. Re-read 61-79.
5. Teach the words for pages 80-86. Pages 80-86 are read and the riddles guessed (88). Follow by page 28 to the end of the workbook.
6. Library Books 16-21 are read.

Now For Some Stories

It should be possible to read this book without previous preparation. Take

"The Brave Little Duck" for the first lesson and see if the child can manage to read it by being told, or by working out, the one or two new words on each page.

If no difficulty is experienced the child should continue reading the book (aloud) for as many lessons as it takes to complete and then, for revision, will answer the questions on page 88 and do the drawings asked for on page 90.

If it is clear that preparation of the work is still needed two or three stories at a time may be prepared as with the earlier books.

Stage Four (Term 3)

Holiday Time

If it is necessary for words to be taught before the reading it will probably be better to use some new method so that the child does not become bored. The words for the first two stories might be taken for writing practice (words for pages 1-18 from the list on page 122). The child should repeat them as they are written down or traced over.

It is probable that this will not be necessary and the child will have enough confidence to accept the new words as they come in each story.

The workbook is still important but the way of using it is different at this stage. It is now a text book and the drawings and written answers are to be put into a notebook kept by the child for this purpose.

pages 1-8 of the workbook refer to the stories:

Off for the Holidays
At the Seaside
Bombo the Elephant

pages 9-20

The Merry-Go-Round
How Dick and Malcolm Saw the Circus
The Nasturtiums that Were Too Proud for their Boots

pages 21-30

Joey the Kangaroo
We See the Ships
Down Goes a Lifeboat

pages 31-34 (except section C)

The Picnic
Good-bye Seatown!
The Last Day of the Holidays

pages 34 (section C) to the end

Ming the Panda
The Chimpanzees' Tea Party
Small Silver Bear Who Slid from the Sky

After completion of Holiday Time, Library Books 22-27 are read.

Far and Wide

By the time this book is reached it should be possible for the reading to be done without preparation and children simply read the book through at their own speed.

Far and Wide completes the Happy Venture scheme.

Leisure Reading (to be read aloud)

The Ten Tales of Shellover by Ruth Ainsworth: Shellover the tortoise tells one story for each of the creatures in Mrs. Candy's garden.

Albert by Alison Jezzard: adventures of a nice, cheerful bachelor bear who lives in the East End.

A Gift from Winklesea by Helen Cresswell: when Dan and Mary bought their mother a beautiful stone that was shaped like an egg they never dreamed that something would hatch out of it — but something did.

The Owl Who Was Afraid of the Dark by Jill Tomlinson: it is a great handicap for a young owl to be afraid of the dark and Plop had his problems but at last he discovered that the dark can be fun.

Teddy Robinson Himself by Joan G. Robinson: more stories about that famous bear Teddy Robinson.

The Adventures of Galldora by Modwena Sedgwick: stories about Marybell and her home-made rag doll.

These are Young Puffin paperbacks, now costing approximately 35p each but prices are constantly rising.

Poetry

The Merry-Go-Round, edited by James Reeves (Puffin, 50p) or The Young Puffin Book of Verse (50p) or Blackwell's Junior Poetry, Book 2 (Blackwell, 94p).

Children choose two or three poems each term and learn them.

Writing

EVERYDAY WRITING, BOOK 2 by Ruth Fagg (U.L.P., 45p)

The Everyday Writing scheme aims at teaching a clear, simple handwriting where the letter shapes are based on patterns formed by natural, rhythmic movements. There are no unnecessary strokes or loops.

At this stage, perfection of letter formation and absolute regularity of patterns is not to be expected. All that is required is that children learn to form the letters in the correct way, that is they do not start in the wrong place

or work backwards.

Creative Writing (oral only)

Imagine, Look and Talk by Wallace Eyre (Blackwell, 76p)

This may be simply oral work or may be taken down by the parent or teacher at the child's dictation.

Language (oral only)

Exploration English, Book 1 by J. C. Gagg (Evans, 94p)

This aspect of English is necessary only for those children who have already completed the Happy Venture or some equivalent reading scheme. About eight chapters a term should be covered but no written work is necessary.

Tales

- (a) Choose stories from one of the following books or any other good collection of folk or fairy tales:

BRITISH FAIRY TALES (Blackie, £1.10)

GRIMM'S FAIRY TALES (Puffin, 50p)

OLD PETER'S RUSSIAN TALES (Puffin, 45p)

- (b) AESOP'S FABLES (Blackie, £2.10)

AESOP'S FABLES (Piccolo, £1.00)

MATHEMATICS

NUMBER NEWS, BOOKS 5, 6, 7 and 8 by Constance Milburn (Blackie, 40p each). STARTING POINTS 2 and 3 by C. A. Sims (Schofield & Sims, 25p each).

The Mathematics scheme for Year 2 should ensure that, by the end of Term 3, pupils are able to:

count to 100

count in 2's to 100

count in 5's to 100

count in 10's to 100

know all number combinations of 20 (number bonds)

know signs + — x ÷ =

and work out addition, subtraction, multiplication and division sums using small numbers.

cut and fold $\frac{1}{2}$ and $\frac{1}{4}$

recognise — square, rectangle, circle, triangle.

Mathematical apparatus

This will be used throughout the year and should be improvised as much as possible.

Counters may be seeds, dried peas, buttons, beads, shells, used matches or any other countable objects. Cubes, such as building blocks left over from the baby stage or big, square wooden beads, are always useful.

If some commercially produced apparatus is required, information may be obtained about prices from Galt's, P.O. Box No. 2, Cheadle, Cheshire.

Written Work

For recording work done from the Number News books, it will be better to make little booklets of a few pages than to use a thick exercise book which will become tattered and dirty after a time. A few pages can be sewn or stapled together and the outside cover made of brightly coloured wall-paper or gift wrapping paper.

Scheme of Work

Term 1 (a 15 minute lesson each school day)

Use pages 1 to 8 in **Starting Points 2** to revise addition and subtraction by a different kind of activity. While doing this, begin to work from **Number News, Book 5**, adding rather larger numbers than those already handled. Apparatus is to be used to work out the sums if necessary — or a child may prefer to use it to check an answer already arrived at mentally.

Complete **Number News, Book 5**, and the first nine pages of **Number News, Book 6**. While doing so, work through the rest of **Starting Points 2**, omitting pages 9, 12, 13, 14, 27. Page 28 should be attempted only if the child is eager to learn how to tell the time. If it is a worry it can be left for later. If a child is intrigued by the puzzles on page 29 they should be done but if they are merely bewildering they should be omitted.

Term 2 (a 15-20 minute lesson each school day)

Complete **Number News, Book 6**. Explain that a sum like $17 - 12 = 5$ is the same as

$$\begin{array}{r} 17 \\ - 12 \\ \hline 5 \end{array}$$

Give practice in both these ways of setting out the subtraction sums. When

page 12 is reached and there is a sum like:

$$\begin{array}{r} 20 \\ - 2 \\ \hline \end{array}$$

it will probably be best for a parent to teach the method of subtraction she uses herself, as this will come easier to her.

Revise addition with pages 1 to 4 in **Number News, Book 7**. Explain that these sums too can be set out with one number under the other and two lines drawn to hold the answer.

T for tens and U for units can be written above the appropriate column but most children find this is not necessary, once it has been established that the units are on the right-hand side and the working of addition and subtraction sums must begin there.

Points to get across to the child are:

- that no number bigger than 9 can appear in the units column
- that a ten carried over from the units column becomes one (one ten) in the tens column.

Prepare for multiplication work by pages 2 to 5 and 8 to 14 in **Starting Points 3**.

Term 3 (a 20 minute lesson each school day)

Begin multiplication with page 5 of **Number News, Book 7**. Explain that $3 \times 2 = 6$ is the same as $2 + 2 + 2 = 6$ and so on. Work through the rest of the book.

Vary this with work from **Starting Points 3**, page 16 onwards — omit the block graphs on pages 20 and 21.

Use the 100 squares on page 23 or on the back cover to work out the tables from 2 to 5. The child can begin to learn these once they are understood. At this age, memorising is not a problem and it is only sensible to make use of the facility a child has for retaining facts if they are presented rhythmically.

Prepare for division work by playing with groups of counters — seeing how many times 2 can be taken from 4, 6, 8 etc. — how many times 3 can be taken from 6, 9, 12, etc. Work through pages 1 to 8 inclusive of **Number News, Book 8**.

Work through the remaining pages of **Number News, Book 8**, to revise all four number processes. (Explain the different ways of setting out multiplication and division sums on pages 11 and 12).

HISTORY

Children have very little sense of time. A time chart will greatly help to develop this concept. It is well worth trying to find a fairly large stretch of wall somewhere in the house, or at least under cover, and using it for this purpose.

A child who is to spend several years in the home schoolroom will derive much help and pleasure from a time chart and it is possible to benefit from it even in one year. Attention should be drawn to what has previously been seen or heard so that this is incorporated with newly acquired knowledge and gradually a background of historical knowledge is built up.

To make the chart a horizontal line should be painted or pinned on so that pictures and written work can be pinned on both sides of it. Label the line in centuries (or ages for prehistory) but make the labels movable so that extra space may be available when required. The child's own work may be put up and magazine pictures, postcards, picture cards, etc. may all be used. Many items may be incorporated apart from straightforward historical studies, e.g. environmental details, scripture, book reviews of historical tales, poems, architecture, exploration, inventions etc.

FROM CAVEMEN TO VIKINGS by R. J. Unstead (Black, £1.00) and
FROM CARACTACUS TO ALFRED by R. J. Unstead (Black, 76p)

Both books should be used throughout the year. If a pupil has worked with the book "Days before History" in Preparatory Class the parent may prefer to begin work set for Term 2, as Term 1 would be revision of some work previously covered. However a child who has become interested in prehistory may welcome the chance to hear more about it.

The suggested division of the books over the three terms is as follows:

Term 1: Cavemen to Vikings pp. 5-25

Term 2: Cavemen to Vikings pp. 26-46
& Caractacus to Alfred pp. 4-49

Term 3: Cavemen to Vikings pp. 47-63
& Caractacus to Alfred pp. 50-94

The following list of activities and suggested topics to choose from may be of use, but parents are free to deal with this subject in any way they please, according to the child's ability and interests.

Term 1

What to look for when selecting a site for a home in primitive conditions — shelter, wood supply, stream or spring, berries, nuts, animals available for food.

Explaining tools — something a human used to help him perform a task which would be difficult or impossible for him to do unaided: find a simple item e.g. a bone or a piece of rock and think how it could be used — try to use it for that task.

Try to make a fire.

Animals — how did men of the Old Stone Age make use of them? See if you can collect enough from what grows round about to make enough for a meal. (Take care not to poison yourself). How did early men discover what was bad to eat?

How and why did people then move about on water? Try to make a little boat that will float.

Find as large a piece of flat rock as you can and paint a picture on it of an animal which could be hunted for food. See if you can manage to use only natural materials, i.e. twigs for brushes, wood ash, charcoal, earth, dye from leaves and bark for paint.

Make a list of all the domestic animals you know. Draw some of them. Learn the words **domestic animals**.

What a herdsman does. Learn the words **nomad** and **nomadic**. Try to think of people who live a nomadic life now.

Make a shelter from branches, leaves, mud, etc. Will it keep out the wet?

Try to think of all the things men learned to do from the very earliest times until the end of the Stone Age.

Try to grind some grain and, perhaps, bake a flat cake of bread.

Try to make a model wheeled cart or a coracle.

How iron is different from copper.

Try to make a spindle and spin some wool: do some simple weaving.

See how many different coloured dyes you can make with local plants, bark, roots, berries.

Dress a small doll in Iron Age clothes — made from materials you have woven if possible.

Make a model lake village.

Term 2

Early specialised crafts or skills.

Trading — including its invisible advantages e.g. exchange of ideas, friendship, settling in new places.

Barter — how it is done.

Find Rome on a map of Europe. What language did the ancient Romans speak? Does anybody speak it today?

Find out about Julius Caesar, Caractacus, Boadicea, Agricola, St. Alban.

What would it be like to be a Roman boy or girl?

Term 3

Make a model Anglo-Saxon armoured jerkin from an old shirt or tee-shirt and milk bottle tops (washed) or foil.

A model or a picture of a Saxon Hall.

Make a model shield and sword — like King Alfred's.

Made a candle clock.

GEOGRAPHY

ABOUT ANIMALS (Queensway Junior Geography, Book 1) by E. J. Barker (Evans, 96p).

Term 1: pp. 5-23

Term 2: pp. 24-42

Term 3: pp. 43-63

The text book offers ample suggestions for activities, questions, art and craft and discussion. Every opportunity should be taken to link the work with the child's own environment and experience.

SCIENCE

- (a) Choose topics from Science 5-13 **EARLY EXPERIENCES** (Macdonald, £1.77) and **OURSELVES** (Macdonald, £1.47).

Early Experiences: the broad aims of the 5-13 course are given on page 97 and the more specific objectives for infants are outlined in the Introduction (pp. 1-3). A list of useful materials for the course is given on page 95.

From a preliminary look at the list of contents, the teacher will see that some items have been grouped together to form topics which can be attempted whenever the weather is suitable, but apart from these weather orientated items, the topics can be taken in any desired order. The teacher will find that the text gives clear guidance for the introduction and development of each topic. **Looking at one another** which appears on page 81 is developed fully in the book **Ourselfs** and should be left out at this stage.

Ourselfs: the Introduction (pp. 1-3) explains how to make a start and also gives an example of how the topic may be developed. Unless the children are particularly keen to continue with measuring, it would be advantageous to vary the approach as indicated in the diagram on page 3. Some of the suggestions made here are obviously intended for older children and should be left until later in the course.

If preliminary work fails to initiate lines of enquiry, it would be as well to start with the chapter **Legs and Feet**, as this offers considerable variety. Continue with **Some Games and Us** which might help with the introduction of items from **Arms and Hands**, **How quick are You** and **Body activities**.

- (b) Père Castor's Wild Animal Books (Allen & Unwin, 50p each)

Term 1: MISCHIEF THE SQUIRREL

Term 2: QUIPIC THE HEDGEHOG

Term 3: BOURRU THE BROWN BEAR

There should be as much outdoor observation as possible. Find and name flowers; watch animals and birds. Keep a Nature Diary using a **NATURE NOTE BOOK** (25p). Children are to dictate notes of their observations to accompany the illustrations in their Nature Diaries. See **LET'S GO OUT** by M. Gladding (PNEU, 20p).

Recommended for pupils in the U.K. Looking at Nature, Books 1 and 2 by Elsie Proctor (Black, 75p each).

PICTURE STUDY

One artist will be studied each term. Reproductions of pictures by the artist for the term are obtainable from PNEU Office (PNEU, 75p each).

For general approach and method of taking lessons see the Picture Study section in the Teacher's Handbook.

ART & CRAFT

For teacher's reference: Art and Craft in the Primary School by J. Dean (Black, £1.85). Young Art by J. F. Lacey (Van Nostrand Reinhold, £2.70).

Freedom to experiment and improvise is more important at this stage than neatly executed, finished productions. Self-confidence and ingenuity are to be encouraged.

Art work should be large and bold, using crayons, pastels, charcoal, chalks or powder paint on big sheets of sugar paper if this is available; large brushes should be used with the powder paint. If possible, allow the child to paint standing in front of a small easel or improvised support for a drawing board and encourage him to walk away and look at his work from a distance. Allow plenty of opportunity for purely imaginative work and for illustrations of stories heard in class.

Craft work should be simple and usually finished in one lesson. Few children of this age are able to remain interested in a piece of work that has to be left aside for a few days or perhaps a week until the next lesson.

Suggestions

1. Work with torn, coloured paper, the child making pictures with paper instead of paint

— pieces of paper can be large or small and might be torn from pictures in magazines, adverts in newspaper colour supplements, etc. This does not mean that these pictures are cut out whole, or that parts of them — flowers, birds, ships, etc — are chosen because of what they represent. These magazines are used just for the sake of providing pieces of coloured paper for the child to use. Gummed or ungummed coloured paper may be bought from school stationers but it is expensive and the colours are often harsh and glaring. Magazine pictures and adverts can be very subtle in colouring and often make use of a wide variety of shades. When a child is used to working with torn, coloured paper he can begin to cut some pieces if he finds this more useful for his purpose. For this provide round-ended scissors that really can cut — blunt so-called 'baby scissors' are a waste of money. A child should not begin this kind of work by cutting as this leads to too much fiddling about trying to cut out the right shape and not enough concentration on the picture as a whole.

2. Collage work — this makes use of cloth, seeds, twigs, wool, etc. as well as paper and paint to build up a picture or pattern.
3. Modelling with clay — or, if this is not available, a mixture of two parts of plain flour to 1 part of salt, plus a tablespoon of powdered alum (from the chemist) and enough water to make it firm for modelling. This mixture will harden and can be painted.
4. Modelling with plasticine which does not harden and can be used repeatedly: one colour plasticine is preferable. If several colours are used the effect is very streaky when they are mixed together, as they are bound to be when the child wants to destroy what he has made and begin again. Some disadvantages to plasticine are that it cannot be painted and some children strongly dislike the smell and feel of it.

MUSIC

For singing: THE OXFORD NURSERY SONG BOOK edited by Dr. P. Buck (Oxford, 90p).

Appendix 2 gives a list of records suitable for use in teaching. A longer list of records and cassettes, recommended as "Music for Enjoyment", can be obtained from the PNEU on request.

PHYSICAL EDUCATION

Daily exercise, e.g. walking, swimming, dancing, skipping and games.

Music and Movement records (EMI 7EG 8727 and 8) can be obtained from Harrods (Export Department).

SOMETHING TO DO (Young Puffin, 50p): this book contains not only suggestions for games to play but ideas for craft work, verses, simple recipes, information about pets and natural history. The seasonal activities are related

to the British seasons and weather but even this section could be of interest to overseas pupils.

APPENDICES

1. Educational Materials

Pads of plain paper for writing and number work
(lines can be drawn by you as needed)

Kitchen paper and/or sugar paper for drawing and painting

Pencils (B or 2B)

Felt tipped pens

Wax crayons

Pencil sharpener

Poster paint or powder colours

Gummed or ungummed coloured squares

Modelling material — clay or plasticine

Cold water paste

Large paint brushes

Selection of chalk/pastels/charcoal

Scrap books

Scissors (round ended)

Card for reading activities and modelling

Ruler for drawing guide lines for letters and figures

Optional

Cubes — building blocks

Lego

Some simple tools

Collect

Jars, bottles, beads, beans, buttons, shells, etc.

Magazines with coloured pictures

Containers for equipment

Continued overleaf

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2. Music for Teaching

A selection of records and cassettes for teaching purposes is given. Other titles are available. The Export Department of Harrods Ltd., Brompton Road, London, SW1X 7QX will deal with any orders.

	Record	Cassette
Carols	Music for Pleasure 1339	Musicway TC 1339
Singing Games	Kiddicraft 6-105, 6, 7, 8	—
Tunes for Children	EMI 7EG 8575-6	—

There are also many records and cassettes of stories for children e.g. fairy stories, traditional stories, modern books.

3. Music for Enjoyment (P.5.)

We shall be pleased to send on request a list of records and cassettes compiled under the following headings:

Quiet, Dignified Music
Lively, Tuneful Music
Descriptive Music
Stories in Music

4. Reference Books

A list of reference books will be sent on request. Though really meant for older children, it will serve to lay the basis of a library to be used as the child grows.

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5. Charlotte Mason's Educational Principles

The PNEU was founded in 1891 by Charlotte Mason and based its work on principles worked out by her several years earlier when teaching young children. They are still valid and, though modern knowledge permits refinements in theory and method, they are set out below as a guide to the PNEU system.

1. Children are born persons.
2. They are not born good or bad, but with possibilities for good or for evil.
3. Authority and obedience are necessary but must be limited by the respect due to the personality of children which must not be encroached upon.
4. We are thus limited to three educational instruments: the atmosphere of environment, the discipline of habit and the presentation of living ideas from which arises the PNEU motto: Education is an atmosphere, a discipline and a life.
5. *Education is an atmosphere* means that a child should not be isolated in a specially adapted "child environment" but we should take into account the educational value of his natural home atmosphere and let him live freely among his proper conditions.
6. *Education is a discipline* means the discipline formed definitely and thoughtfully, of mind or body.
7. *Education is a life* means the need of intellectual, moral and physical sustenance.
8. The child's mind is no mere receptacle as the Herbartian doctrine says but is rather a spiritual *organism* with an appetite for all knowledge.
9. *Education is the science of relations*, i.e. a child has natural relations with a vast number of things and thoughts.
10. A syllabus must therefore include three points:
 - (a) A child requires much knowledge, for the mind needs sufficient food as much as the body.
 - (b) The knowledge should be various to satisfy curiosity.
 - (c) Knowledge should be communicated in well-chosen language because his attention responds naturally to what is conveyed in literary form.

Continued overleaf

11. The educability of children is normally greater than has hitherto been supposed and is but little dependent upon circumstances such as heredity and environment.
12. There are two guides to moral and intellectual self management to offer to children; the way of the will and the way of the reason.
13. Children should be taught as they become mature enough to understand such teaching that the responsibility that rests on them as "persons" is the acceptance or rejection of ideas.
14. No separation between the intellectual and spiritual life of children can be allowed to develop.

Lower 1A
1976-77

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Year 3
(Age 7)



Parents' National Educational Union
Murray House, Vandon Street, London SW1H 0AJ

THE PNEU SCHOOL

EDUCATIONAL PROGRAMME 86

This Programme is designed for use only with pupils in PNEU Schools and in the Home Education Division. It must not be lent or used for any other purpose.

"Children are born persons" — Charlotte Mason
PNEU Motto: "I am, I can, I ought, I will"

GENERAL NOTES

CONTENTS

This Programme sets out the syllabuses and book lists for the year. The Teacher's Handbook is complementary to it and should be studied before the Programme is put into use.

Essential books are printed in capitals. Other books are optional but would be valuable for supplementary or reference purposes.

The Programme for each form is planned to cover one year's work, divided into 3 terms of 12 weeks each. As enrolments occur throughout the year, new members will normally begin with Term 1 and complete an assessment report on Form R5 before beginning Term 2.

SUPPLIES

Books

An adequate range of books is essential for the PNEU course. The initial book order will be dealt with by PNEU tutors and despatched to members overseas by surface mail or, if requested, by air mail. The appropriate postal and packing charges will be debited. Members proceeding abroad are advised that books should be obtained before departure.

Subsequent requirements of recommended books may be obtained from the Academy Bookshop, 7 Holland Street, Kensington, London, W.8. by post on Form R7.

Materials

A list of the educational materials required is set out in Appendix 1. They may be obtained from any firm of educational suppliers. Harrods (Export Department) would be able to supply most of the requirements.

Families going overseas are recommended to obtain these materials before departure.

THE TEACHER'S HANDBOOK

This is a condensed guide to the theory and practice of home teaching which should be used in conjunction with this Programme. It contains advice on how to understand the growing child as well as on how to teach him. Each subject is dealt with in a separate section. It has been kept brief so that even the busy parent can study it.

ASSISTANCE IN TEACHING

The circumstances under which home teaching takes place vary enormously. Parents are advised to seek assistance from friends and colleagues wherever it is appropriate. Not only is a subject or a hobby taught by another person a welcome change but real ability can in this way be harnessed, whether it be mathematical, technical or musical.

THE CURRICULUM

The PNEU course deliberately covers a broad range of subjects. Our aim is to produce soundly educated children who will develop into mature, cultured adults. The PNEU child is marked by a high standard of literacy, mathematical competence, a wide field of knowledge and an enquiring mind.

At this stage, the child will not 'study' subjects but will listen to and talk about stories, will make models and articles related to the subjects and will act, mime, paint and draw to acquire a better understanding of each topic.

In Year 3 children will be able to read some of the textbooks for themselves, e.g. those for History and Geography. Unless a child has exceptional facility in reading all the other books will be read aloud by the parent, except,

those specifically set for reading practice. Children should be encouraged to narrate (see Teacher's Handbook pp. 7-9) the substance of what has been read.

TESTS

Test papers (with answers) in English, Mathematics and General Knowledge will be supplied as part of the course.

THE PNEU JOURNAL

The PNEU Journal is issued quarterly and contains articles of general educational interest as well as information on PNEU.

RECORDS

In the United Kingdom, local education authorities are required to satisfy themselves that the education of all the children in their area is adequate. Parents responsible for home-school pupils must keep a Record of Work and an Attendance Register as they may receive visits from LEA Inspectors or Education Welfare Officers. In some other countries similar conditions may be encountered.

SYLLABUS

RELIGIOUS KNOWLEDGE

Use any edition of the BIBLE. The New English Bible and other modern translations are particularly appropriate.

Wherever possible correlate your work with Art, English, Nature Study and other subjects.

Modern translations of the Bible: The New English Bible — illustrated edition (British and Foreign Bible Society, £1.00). The Jerusalem Bible — School Edition (Darton, Longman & Todd, £2.00).

Old Testament
Term 1: Genesis chapters 1-21
Term 2: Genesis chapters 22-35
Term 3: Genesis chapters 37-50

New Testament
St. Matthew chapters 1-9
St. Matthew chapters 10-21
St. Matthew chapters 22-28

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TIME-TABLE

4

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 – 9.20	Religious Knowledge	Religious Knowledge	History	Religious Knowledge	Religious Knowledge
9.20 – 9.40	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
9.40 – 10.00	Creative Writing	History	Geography	Tales	Poetry
10.00 – 10.40	BREAK				
10.40 – 11.00	English Language	Reading Practice	Science	English Language	History
11.00 – 11.10	Writing Practice	Writing Practice	Writing Practice	Writing Practice	Writing Practice
11.10 – 11.30	Games or French	Tales	Games	Picture Study	Leisure Reading
14.00 – 14.20	Singing	Nature Walk	Reading	Outdoor Geography or French	Singing
14.20 – 14.40	Art & Craft	Nature Walk	Art & Craft	Outdoor Geography	Physical Education
14.40 – 15.00	Art & Craft	Nature Notebook	Art & Craft	Outdoor Geography	Physical Education

Notes for parents

Term 1

Creation - Gen. 1

- a) Discuss harvest-time - various approaches such as harvest of the sea, harvest of minerals (coal, gold, etc.), fruit of the earth.

Let the child write words "Thank you, God" surrounded by drawings of different kinds of fruit, fish, mining equipment (according to the aspect upon which you have concentrated).

- b) Look for beautiful colours and/or patterns in nature - flowers, shells, leaves.

Let the child write own "Thank you" prayer and/or let him learn a well-known prayer of thanksgiving (e.g. part of General Thanksgiving or Ps. 92 v. 1, or Ps. 95 vv. 1-2, or verse or two of another Psalm).

- c) Child should now be ready to hear creation story. Genesis 1 will appeal to sense of wonder. Many children will appreciate the beauty and dignity of the Authorised Version here and parents should not worry about them understanding every word.

After narration, child and mother may read together Genesis 1. Child should say words "And God said" (most children will love the repetition): and/or teach a song or hymn about Creation (perhaps from hymn book "Morning has broken").

Stories from Genesis

- a) Garden of Eden (Gen. 2vv. 8-22) - New English Bible appropriate text. Children like unusual words, but remember to look up "bdellium" and "cornelian" in a dictionary before the reading.

Let the child draw or paint a picture of the Garden of Eden. He may wish to write the words: "God walked in the garden in the cool of the day".

- b) Noah and his Ark (Gen. 6vv. 9-22); children love this story. Many are intrigued by the depth of the water. (A cubit = the length of the forearm, '18"-22").

(i) "Which animals do you think went on the Ark?" Let the child make a list and draw some of them.

(ii) This is a popular story for Art.

(iii) Let the child memorise 8 v. 22 "While the earth remaineth . . .".

(iv) If your child is a fluent reader, he will probably enjoy reading "Log of the Ark" in his spare time.

- c) The Rainbow (Gen. 9 vv. 13-14, God's promise).

Let the child write and learn the colours of the rainbow: red, orange, yellow, green, blue, indigo, violet. Paint a rainbow in these colours or make a rainbow pattern. (If this is done on wet sugar paper, the colours will run together attractively).

Jesus Starting His Ministry

- a) John the Baptist (Matthew 3 vv. 1-6, 13-17).

Show map with River Jordan. Tell child about locusts.

Children in this class are able to draw very simple maps. Let the child show the River Jordan, and indicate with an arrow "This is where John the Baptist baptised Jesus".

- b) The Temptations (Matthew 4 vv. 1-11).

Explain "Temple" as the big place of worship in Jerusalem.

After narration, perhaps it would be possible briefly to discuss temptations which a seven year old would understand, e.g. temptation to steal, to want his own way.

- c) Calling the Disciples (Matthew 4 vv. 18-22) - Disciple means learner.

(i) This is an ideal story to illustrate. A collage would be effective (e.g. thin wood like balsa for boat, cloth for sails, sand at the lakeside).

(ii) Write "Follow me, and I will make you fishers of men".

Continued overleaf

- i33p6amc/12
- (iii) Your child may be interested to learn the names of all the disciples now. (See Matthew 10 vv. 2, 3, 4).

Jesus's Teaching

- a) The Lord's Prayer (Matthew 6 vv. 9-13).
Stress "Our Father" — God cares for boys and girls everywhere, wherever they live, whatever their colour. "Hallowed be Thy name" — "May everyone think of you as very high and important". (N.B. Children are unlikely to understand words such as "honoured"). Unless asked, it is probably not necessary to go any further in explanations at this stage.
The child should now be able to say the Lord's Prayer perfectly, and he could be asked to write it down (or part of it).
- b) The House built on Rock (Matthew 7 vv. 24-29).
(i) Modelling (in clay or plasticine) and/or
(ii) Making background music for the words. (Use of drums, bells, maracas and other tuned or untuned percussion instruments for the storm). If there is a cassette recorder available, record the child's 'music' to play whilst he reads the words.

Some Miracles

1. The Leper Healed (Matthew 8 vv. 1-4) — explain leprosy.
Let the child learn: "O Jesus, we are well and strong" (Methodist Hymn Book) or other hymn in which child can express concern for sick people and thankfulness for health.
2. The Centurion's Servant (Matthew 8 vv. 5-13)
If a suitable picture is available let the child draw the centurion.
3. The Storm on the Sea of Galilee (Matthew 8 vv. 23-27)
Let the child write the story, pretending that he is Peter. Begin, "One day my friend Jesus borrowed a little boat . . .".
4. The Dumb Man (Matthew 9 vv. 32-35)
Discuss the problems of being deaf and dumb; talk about sign language.
The child can write down ways of helping people who are blind, deaf and dumb or lame. Maybe he can learn a little bit of sign language.

The Christmas Story

- (i) The Annunciation (Matthew 1 vv. 18, 20 and 21)
Possibly this story may be introduced through discussion of a picture of the Annunciation if a good one is available.
Let the child make a Christmas card or a simple Advent Calendar.
- (ii) The Wise Men (Matthew 2 vv. 1-16) — although this concerns the Epiphany which rightly comes in January it is usually included when telling the Christmas story.
With help, the child can make a tableau showing the crib and the Magi. With help, perhaps by using stencils, the crib figures can be cut from polystyrene tiles — these can be painted attractively.
Let your child learn a number of new carols, perhaps some which originated in the country where you are temporarily resident. ("Carols of the Nations" published by Blandford could be very useful).

Term 2

Stories Jesus liked to hear

1. Abraham and Isaac (Gen. 22 vv. 1-14)
Draw a ram in a thicket, i.e. let the child draw it and write the words: "Abraham obeyed God".
2. Rebekah (Gen. 24 vv. 1-28, vv. 29-60 optional)
Let the child draw or paint Rebekah at the well.
3. Jacob steals the birthright (Gen. 25 vv. 27-34).
A suitable story for dramatisation by two people.
4. Jacob steals the blessing (Gen. 27 vv. 1-38).
"Birthright" and "blessing" need to be explained simply before stories 3 and 4 are read. Birthright meant that the elder child would be the leader and have twice as much of the father's goods as his brother. An oath = special promise that Esau would not dare to break. The blessing included giving away land and possessions to chosen son.
5. Jacob's Dream (Gen. 28 vv. 10-19)
Illustrate the story.

Events in Jesus's Ministry

1. The Disciples and their work (Matthew 10 vv. 1-15).
Children are interested in the meanings of names, and Peter — rock, and Andrew — manly, are worth mentioning here. *disce* = learn (Latin).
Get the child to answer the question: What was the disciples' work?
2. Healing on the Sabbath (Matthew 12 vv. 1-13).
Illustrate "in the cornfields".
3. Feeding the Multitude (Matthew 14 vv. 15-21).
Learn hymn "Two little fishes, five loaves of bread" ("Sing to God").
4. Walking on the Sea (Matthew 14 vv. 22-33).
An illustration for the story with v. 27 written underneath.
5. The Triumphal Entry (Matthew 21 vv. 1-10).
Make a Bible book-mark and decorate it with palm branches and flowers, e.g. daffodils.
6. Jesus in the Temple (Matthew 21 vv. 12-16).
The child might write and learn verse 13.

Two Parables

1. The Parable of the Sower (Matthew 13 vv. 1-9).
The child tells the story in four little pictures:
(a) the wayside and the birds (b) the rocky ground
(c) thistles (d) the good soil.
2. The Wicked Servant (Matthew 18 vv. 24-35)
Learning a prayer, such as
"Help us to do the things we should,
To be to others kind and good:
In all we do at work and play
To grow more loving every day."

Term 3

The Story of Joseph

1. Joseph the Dreamer (Gen. 37 vv. 1-11).
2. The Plot (Gen 37 vv. 12-33).
3. In Prison (Gen. 39 vv. 21-23; 40)
4. His Release (Gen. 41 vv. 1-45)
5. Joseph and his brothers (Gen. 41 v. 52 to Gen. 42 v. 38)
6. Joseph and his brothers (Gen. 43 to Gen. 44 v. 34)
7. Joseph's secret revealed (Gen. 45 vv. 1-28)
8. Joseph's generosity (Gen. 47 vv. 1-12 & Gen. 50 vv. 15-21)

This story is well loved, and children can make a booklet called "The Story of Joseph" with suitable "chapters" and illustrations.

Two Parables

1. The Talents (Matthew 25 vv. 14-29)
Discuss various talents that can be used for God.
2. The Five Foolish Girls at the Wedding (Matthew 25 vv. 1-13)
The child might draw an eastern-style lamp and write verse 13.

Christ's Passion and Resurrection

1. Judas Iscariot (Matthew 26 vv. 14-25)
Explain the meaning of treachery and traitor.
2. The Lord's Supper (Matthew 26 vv. 26-30)
Discuss the Sacrament (Mass, Holy Communion, Breaking of Bread or Lord's Supper) according to own Church's tradition.
3. Gethsemane (Matthew 26 vv. 36-56)
4. Peter's Denial (Matthew 26 vv. 57-58, 69-75)
5. The Crucifixion (Matthew 27 vv. 27-54)
Try to listen to excerpts from "St. Matthew's Passion", "Messiah", or any music which will create atmosphere.
6. The Resurrection (Matthew 28)
Make Easter card with words "He is risen".

ENGLISH

Reading

Recommended for reading practice:

Dragon Pirate Stories by S.K. McCullagh (Arnold, 45p each)

- B1: Greg and the Black Pirates
- B2: A Dragon in the Wood
- B3: The Three Princes
- B4: Snip and the Dragon's Skin
- B5: The Hollow Mountain

- C1: Ben and the People of the Bells
- C2: The Country of the Red Birds
- C3: The Kingdom of the Day
- C4: The Mer-King's Son
- C5: The White Wolf

Griffin Pirate Stories — Second Series (Arnold, 45p each)

(These 8 books form one continuous story and it is unsatisfactory for children to have only some of the titles).

Pirate and Mer-King

The Black Pirates and the Silver Net

On the Way to the Black Cliff

The Caves of Alorn

The White Cat

The Breaking of the Chain

The Stolen Ship

Alorn's Treasure

Writing

A short period of writing practice each day using EVERYDAY WRITING, BOOK 3 by Ruth Fagg (U.L.P., 45p).

Language

A good deal of oral work should be done, using the Exploration English book. Each topic should be discussed and the informative paragraphs about it read aloud. Most of the exercises should be talked over before any written work is done.

The amount of written work done will depend on the child's progress and ability. The aim should be to write about a third of the exercises and treat the rest solely as oral work.

EXPLORATION ENGLISH, BOOK 2 by J.C. Gagg (Evans, 94p)

Term 1: pp. 5-28

Term 2: pp. 29-51

Term 3: pp. 52-79

or, for those who have copies, BETTER ENGLISH, BOOK 2

Term 1: pp. 5-35

Term 2: pp. 36-65

Term 3: pp. 66-96

Highly recommended: A Children's Working Dictionary by A.J. Arkley (Nelson, 82p).

233p10cmcl12

The Scottish Pupil's Spelling Book: Parts 1 to 5 (U.L.P., 24p each).
Essentials in Teaching and Testing Spelling by F. J. Schonell (Macmillan, 47p).
For more formal grammar: First Grammar Lessons by C. M. Mason: Parts 1 & 2 (PNEU, 10p each).

Creative Writing

IMAGINE AND TALK by Wallace Eyre (Blackwell, 88p)

Work will be done orally and may be taken down by the parent or teacher at the pupil's dictation.

Tales

1. THE VOYAGE OF THE DAWNTREADER by C. S. Lewis (Puffin, 50p)

Term 1: chapters 1-5

Term 2: chapters 6-10

Term 3: chapters 11-16

or, for those who have copies, THE PILGRIM'S PROGRESS

Term 1: Part 1 — from the beginning to Christian's entry into the Valley of Humiliation

Term 2: from the Valley of Humiliation to the Pillar of Salt

Term 3: from the Pillar of Salt to the end of Part 1

2. TALES OF TROY AND GREECE by Andrew Lang (Faber, £1.20)

Term 1: Ulysses the Sacker of Cities, ch. 1-8

Term 2: Ulysses the Sacker of Cities, ch. 9-14

Term 3: The Wanderings of Ulysses, ch. 1-5

Poetry

Blackwell's Junior Poetry, Book 3 (Blackwell, 94p) or The Merry-Go-Round edited by James Reeves (Puffin, 50p) or any other good anthology.

Leisure Reading

A Golden Land edited by James Reeves (Puffin, 65p).

The Arabian Nights retold by Amabel Williams-Ellis (Carousel, Vols 1 & 2, 30p each).

Doctor Dolittle and the Secret Lake (Puffin, 60p).

The Kingdom under the Sea by Joan Aiken (Puffin, 60p).

The Midnight Folk by John Masefield (Puffin, 35p).

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MATHEMATICS

Children should be trained from the outset to date and label all work.

Work should always be neatly set down and well arranged. This encourages logical thought and the marking and correcting of work is made easy.

Every child must have sufficient practice at each stage for the process concerned to become automatic. The book supplies sufficient practice for most children but occasionally some will require extra work in order to establish a process. This is easily provided by drawing up worksheets with similar examples to those in the book.

Tables

It is often very helpful for a child to make his own table-book on squared paper. It should be arranged as follows with a hundred square on the left and might be spread over two adjoining pages for each table.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$2 + 0 = 2$	$0 \times 2 = 0$	$0 \div 2 = 0$
$2 + 2 = 4$	$1 \times 2 = 2$	$2 \div 2 = 1$
$2 + 2 + 2 = 6$	$2 \times 2 = 4$	$4 \div 2 = 2$
etc.	etc.	etc.

The hundred square should be coloured to show the pattern of the table. This method of making a table book illustrates all aspects of each table.

Teaching

It cannot be assumed that a process has been grasped until some time has elapsed and a check made. The steps for teaching and testing are:—

- teach the process
- practise the process
- a week or so later, revise the process —it may even have to be re-taught
- repeat (c) until mastery appears to have been gained

- (e) test the process
- (f) re-test from time to time.

Check list

The Check List is provided so that processes may be marked off as they are understood and can be applied. Worksheets can be drawn up if extra practice is required. It is not expected that all children will be able to manage all the processes covered by the end of the year. It is something at which to aim and will draw attention to weaknesses.

Count to 100 in 1's, 2's, 5's, 10's

Know all number bonds of 20 (possible number combinations)

Know and cope with the meaning of:—

+ addition, add, plus, and, more than

— subtraction, minus, take away, less than, difference

Recognise $\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$ of a regular shape and small quantity

(in U.K.) Recognise coins, $\frac{1}{2}$ p 1p 2p 10p 50p £1.00 amounts
coin combinations to 50p and change from 50p
money to 50p + x — ÷

(abroad) Do similar work with the local currency

Tables. Learn by heart 2, 3, 4, 5

Time. On the hour. Half past. Quarter past. Quarter to.

Addition: tens and units — with carrying

Subtraction

Multiplication by 2, 3, 4, 5

Division by 2, 3, 4, 5

Measure in cm.

Read and construct simple block graphs

Recognise: square, rectangle, circle, triangle, cube, right angle

Learn by heart: days of the week, the months.

BETA MATHEMATICS, BOOK 1 by Goddard & Grattidge (Schofield & Sims, 94p) with ANSWER BOOK (70p).

Term 1: pp. 1-29

Term 2: pp. 30-57

Term 3: pp. 58-84

or, if a child has obvious mathematical aptitude and also reads very fluently, ALPHA MATHEMATICS, BOOK 1 by Goddard & Grattidge (Schofield & Sims, 94p) with ANSWER BOOK (70p).

Term 1: pp. 1-27

Term 2: pp. 28-57

Term 3: pp. 58-84

Recommended for the child who enjoys Mathematics: Let's Discover Mathematics, Book 2 by L. G. Marsh (Black, 76p) with Answer Book (24p).

HISTORY

Children have very little sense of time. A time chart will greatly help to develop this concept. It is well worth trying to find a fairly large stretch of wall somewhere in the house, or at least under cover, and using it for this purpose.

A child who is to spend several years in the home schoolroom will derive much help and pleasure from a time chart and it is possible to benefit from it even in one year. Attention should be drawn to what has previously been seen or heard so that this is incorporated with newly acquired knowledge and gradually a background of historical knowledge is built up.

To make the chart, a horizontal line should be painted or pinned on so that pictures and written work can be pinned on both sides of it. Label the line in centuries (or ages for prehistory) but make the labels movable so that extra space may be available when required. The child's own work may be put up and magazine pictures, postcards, picture cards, etc. may all be used. Many items may be incorporated apart from straightforward historical studies, e.g. environmental details, scripture, book reviews of historical tales, poems, architecture, exploration, inventions, etc.

FROM WILLIAM I TO CAXTON by R. J. Unstead (Black, 82p) and
THE MIDDLE AGES by R. J. Unstead (Black, £1.00)

Both books should be used throughout the year. The suggested division over three terms is as follows:

Term 1: William I to Caxton pp. 6-44
The Middle Ages pp. 5-29

Term 2: William I to Caxton pp. 45-82
The Middle Ages pp. 30-49

Term 3: William I to Caxton pp. 83-116
The Middle Ages pp. 50-79

The work this year is best taken as a series of projects centred on places. Life changed little throughout the period (1066-1485) and can be taken as a whole for children in Year 3. There is much scope for drawings and plans.

Suggested activities and topics

Castles

The coming of William.
Building a castle.

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If you have a large stretch of wall, draw as big a picture of a castle (page 10 in The Middle Ages) as possible and pin it up. Use it as a centre for all work on castles—cuttings, post-cards etc.

Make a list of all the words connected with castles.

Play at defending or laying siege to a castle. What words would you use?

Make a list of all the people who might live in a castle. Draw some of them.

Draw a knight and see how many parts of his equipment can be named.

Page — Squire — Knight — which of these would you most enjoy being?

Tell about tournaments.

Monasteries

Draw a large plan of a monastery. Label all the parts. Make a list of all the different tasks done in a monastery and say who did them.

Describe a day in a monastery.

On the Road

Pretend to go on a pilgrimage. Describe the people you might meet or travel with — friars, pilgrims, merchants, apprentices, beggars, etc.

Would you have seen vehicles on the road?

Manors

Draw a large picture or plan of a manor.

Say who lived on a manor — what it produced — which of the people never left it.

Draw a poor man's house.

Towns

In your mind, take a walk through a town and draw or tell what you see — the walls and gates, shops of various kinds, the town crier, gild-members, apprentices, the stocks and pillory, plays being performed, entertainers of all kinds, the houses.

Would you like to live in a town like this?

Other topics might be: Merchants and Gilds — their homes, clothes, food, children, apprentices, trading from town to town and overseas.

Entertainments — tournaments, fairs, miracle plays, games, holy-days.

Kings and Queens — a list made and chief events of the reigns noted.

Homes of various types — who lived in them, the furnishings, food eaten, clothing worn.

Clothing — make a series of collage pictures of people dressed in the various styles. Try to find materials of suitable colour and texture.

Children should also have been told about: —The Domesday Book; Magna Carta; the Crusades; the Canterbury Tales; printing; Joan of Arc.

It is only necessary for children to have heard a little about these topics so that they know they belong to this period and then gradually they will incorporate them into their thinking. Some of their future fiction reading will be set in this period and a slight knowledge of these topics adds to comprehension, interest and enjoyment.

Two or three topics may be undertaken each term but much depends on the interest and capability of the child and the enthusiasm of the teacher. Children should be encouraged to write about what they hear, see or read, however briefly.

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GEOGRAPHY

THE YOUNG GEOGRAPHER, BOOK 1 by Haydn Evans (Wheaton, 94p)

Term 1: pp. 5-19

Term 2: pp. 20-37

Term 3: pp. 38-59

Ideas for activity work will be found in the textbook.

NELSON'S JUNIOR ATLAS (Nelson, 76p)

Pupils should be encouraged to use the atlas as this is invaluable training for later studies. However, at this age they cannot be expected to use the atlas unaided and it will be adequate simply to ensure that the child becomes familiar with handling it, notices the shape of countries mentioned and understands what a map is.

SCIENCE

Work from Science 5-13 HOLES, GAPS AND CAVITIES (Macdonald, £1.47) and COLOURED THINGS (Macdonald, £1.77). and/or FINDING OUT by Martin & Clegg (Warne, 59p)

Term 1: pp. 1-26

Term 2: pp. 27-53

Term 3: pp. 54-80

There is really little need to stress the theme running through **Holes, Gaps and Cavities** as it is largely irrelevant to much of the excellent work contained in the course. A suitable place to start at is **Holes and Air** (page 16). Continue with **Flowing out of Holes** (page 26) and **Holes and Sorting** (page 54). Afterwards, parts of the reading sections should be attempted.

In **Coloured Things** the teacher should first read the Introduction and page 2 of **Making a Start**. Unless interest in colour is aroused by some chance occurrence, the construction of a colour list as described on page 12 would be a good introduction. Continue with further items from this chapter and then select work from chapters 3 and 4. Much of the material in chapter 5 is for older children, but note the good introduction to electricity on page 62.

Nature Study

Keep a Nature Diary using a NATURE NOTE BOOK (25p) and use for reference LET'S GO OUT by M. Gladding (PNEU, 20p).

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FRENCH (optional)

Audio-lingual course, obtainable through the PNEU only:

BON VOYAGE — Year 1 (records and scripts £6.00 including postage and packing, except for air mail)

or JE PARLE FRANÇAIS, BOOK 1 by René Gauthier (Nelson, 50p)

For activity work: La Ferme and Le Petit Train Rouge by Y.S. Baume (Warne, 29p each)

Songs: Chansons et Comptines by W.J. Perry (Longman, 35p)

PICTURE STUDY

One artist will be studied each term. Reproductions of pictures by the artist for the term are obtainable from the PNEU Office (PNEU, 75p each).

For general approach and method of taking lessons see the Picture Study section in the Teacher's Handbook.

ART & CRAFT

For work throughout the year, choose from the I CAN DO IT series by Mell & Fisher (Schofield & Sims, 94p each)

- Book 1: PRINTING
- Book 2: WORKING WITH PAPER
- Book 3: MODELLING, BUILDING AND CARVING
- Book 4: MAKING THINGS FROM ODDS AND ENDS
- Book 5: MAKING PICTURES AND PATTERNS

These books give step by step instructions for various kinds of Art and Craft work and are also set for Years 4, 5 and 6. Each book contains simple activities suitable for this age group, together with more advanced work that should be left for later.

Printing covers: printing with vegetables, rubbers, leaves, cardboard, stencils, paper shapes; printing from plasticine, clay, corrugated card, a tin can; making rubbings; printing mono-types; printing on fabrics; tying and dyeing; making paste patterns.

Working with Paper covers: making things with strips of paper; folding and cutting to make patterns and chains of figures; masks and hats; making lanterns and crowns; paper animals, fishes and birds; spinning windmills and spirals; nets and stretching paper chains and figures.

Modelling, Building and Carving covers: modelling with dough, modelling with clay — making a thumb pot, a pellet pot, a thumb pot animal, making slip, modelling birds and animals, making clay reliefs, making clay jewellery and clay people, making masks, making coil pots, using slabs of clay; modelling with wire; building with cardboard and balsa-wood; building and modelling with polystyrene; carving candles; carving with soap; carving a block of plaster.

Making Things from Odds and Ends covers: making and using papier mâché; working on

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a mould; using rolled newspaper or magazines; modelling with newspaper on a wire framework; making puppets; making a peepshow in a cardboard box; making masks; using string, pipe cleaners and drinking straws; making models and decorations from scrap.

Making Pictures and Patterns covers: using crayons in various ways; chalk and crayon transfers; making rubbings; all kinds of collage; using coloured paper and cellophane for stained glass patterns; painting — using various brushes, all-over patterns, stripe and repeat patterns; mixing paint with sand, paste, sawdust etc; using inks; pictures and patterns without brushes; finger painting; painting from imagination; painting what you see; painting from memory; drawing.

For reference: Art and Craft in the Primary School by J. Dean (Black, £1.85). Young Art by J.F. Lacey (Van Nostrand Reinhold, £2.70).

To stimulate visual education, the following book may be studied:

Learning to See, Book 1 by Kurt Rowland (Ginn, 85p) with Workbook (35p) and Teacher's Book (60p).

MUSIC

Music Appreciation (optional)

The work of the composer set for the term:

Term 1: Rachmaninov

Term 2: Delius

Term 3: Haydn

Teacher's reference notes for each composer are available from the PNEU on request.

Singing

SING TOGETHER (Oxford, 39p melody edition, 90p piano): 100 songs for unison singing arranged by W. Appleby & F. Fowler.

Highly recommended: My History of Music by Irene Gass (Zebra, 30p).

A list of records and cassettes, recommended as 'Music for Enjoyment', can be obtained from the PNEU on request.

PHYSICAL EDUCATION

Daily exercise, e.g. walking, swimming, dancing, skipping and games.

Music and Movement records (EMI 7EG 8727 and 8) can be obtained from Harrods (Export Department).

Better Swimming by N.W. Sarsfield (E. P., 30p).

Appendices

APPENDICES

1. Educational Materials

- 3-6 lined exercise books (12mm spacing) for English
- 3-6 squared exercise books (1 cm squares) for Maths
- 3-6 plain exercise books for other subjects
- Kitchen paper and/or sugar paper.
- Tracing paper.
- Pencils — lead and coloured.
- Selection of felt-tipped pens/wax crayons/ pastels.
- Metric ruler — calibrated in cm and mm.
- Pencil sharpener.
- Rubber.
- Poster paint or powder colour.
- Water colours.
- Brushes for powder colour.
- Brushes for water colour.
- Gummed coloured squares.
- Modelling material — clay or plasticine.
- Adhesive.
- Cold water paste.
- Set squares of 45° and 60° .
- Pair of compasses.
- Scissors.
- Measured containers — e.g. 1 litre jar
- Bar magnet
- Magnifying glass.

Optional

- Wire and string
- Double punch
- Card for folders
- Torch
- Sellotape
- Cubes — building blocks
- Lego or plastic meccano